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ABSTRACT

The mission of the Northwest Regional Educational Laboratory (NWREL) is to help others improve outcomes for children, youth, and adults by providing research and development assistance to schools and communities. In this 1990 annual report of the NWREL to its members, the seven areas of emphasis that guide the planning of NWREL activities for 1990-95 are described. Numerous NWREL accomplishments of the past year are highlighted and several are described in detail. Fiscal information on the organization is provided. Lists of 1990 activities, contracting agencies, members of the NWREL staff and governing board, and member institutions are included. (BC)

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NORTHWEST REGIONAL EDUCATIONAL LABORATORY

1990 ANNUAL REPORT TO MEMBERS

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Northwest Regional Educational Laboratory

Annual Report to Members—1990

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NWREL carried out 1,750 training and technical assistance activities in 1990, with 41,357 people participating, and produced 809 products and publications during the year. Requests were filled for 15,917 copies of NWREL products and 1,528 copies of reports and other documents.	
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Research and development work was carried out through a set of interrelated activities, responsive to federal, state, and local needs.	
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The NWREL staff of 146 includes 72 professional employees, 26 with doctorates.	
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NWREL is governed by a 37-member Board of Directors; 133 people served on program policy and advisory groups.	
Institutional Members	50
834 state education agencies, school districts, colleges and universities, professional associations, and other agencies are NWREL member institutions.	

Barney C. Parker, Superintendent
Independent District of Boise, Idaho
Chairman, NWREL Board of Directors

Robert R. Rath
NWREL Executive Director

Ethel Simon-McWilliams
NWREL Associate Director

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NWREL: Helping Others Improve Outcomes for Children, Youth, and Adults

The mission of the Northwest Regional Educational Laboratory (NWREL) is to help others improve outcomes for children, youth, and adults by providing research and development (R&D) assistance to schools and communities in providing equitable, high quality educational programs.

NWREL provides R&D assistance to education, government, community agencies, business and labor by:

- Developing and disseminating effective educational products and procedures
- Conducting research on educational needs and problems
- Providing technical assistance in education problem solving
- Evaluating effectiveness of educational programs and projects
- Providing training in educational planning, management, evaluation, and instruction
- Serving as an information resource on effective educational programs and process

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Seven areas of emphasis guide the planning of NWREL activities for 1990–95

Improving the Outcomes of Schooling

Outcomes are increasingly seen as the primary focus of concern for schools. Not only are schools assessed on the basis of outcomes they produce for students, but the power of outcome focus for planning and structuring education is becoming more and more clear. When teachers, administrators, and communities set forth their vision for children in terms of academic achievement, social behavior, aspirations, and employability, and plan specifically for achieving them, other questions are often answered. Teachers become empowered as leaders and participants in the improvement process, and schools are restructured to best achieve the desired results.

Two decades of educational research have provided a solid base for the improvements needed, and growing numbers of schools and districts are interested in implementing improvement efforts. However, the specific focus and appropriate activities will need to change as our vision of the future and our expectations for our children increase. For example, NWREL must extend its efforts to ensure that at-risk students are better served by improvement efforts that assist schools and communities to identify outcomes which reduce risk, and to monitor them closely. In this and other ways, NWREL intends to anticipate direction and strengthen its role as a proactive leader in improving the outcomes of schooling.

Enhancing the Education Profession

The professionalization of teaching and management in the schools has made great strides. The recognition that development of people is central to an organization's long-term vitality, effectiveness, and even survival has become more generally accepted. Increasingly, the growing knowledge bases of practices are being translated into effective programs which place local building personnel more squarely in charge of the instructional decision making process. This is promoting change in professional roles, methods of staff development, and attitudes toward the profession.

Challenges remain. One of particular priority is the linkage of professional development efforts with improved outcomes for students. Second, the provision of support and assistance to buildings and classrooms as they meet the challenge of increasing numbers of young people at risk is a high priority need. Other priority substantive topics for the region include increased access to improved procedures for classroom assessment, greater focus on teacher evaluation as a growth-oriented process, and increased access to information and resources for school improvement for professionals in small, rural, and isolated schools.

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Enhancing Equitable Treatment for Students

Many groups in our society, especially the poor, women, and cultural and ethnic minorities, continue to experience great social disadvantage and inequities in education and employment. Recent demographic studies clearly indicate an increase in the numbers of individuals and families who are not being afforded the necessary support they need in order to attain their full potential as members of society. This condition is resulting in a growing disconnection from society.

In education, this situation is exacerbated by factors such as renewed segregation, limited expectations for poor and minority children, cultural bias in instructional materials, and the persistence of gender stereotyping.

NWREL has both the knowledge base and the broad working relationships to assist with ensuring the sensitivity and equal access to education, employment, and social living opportunities which can result in a truly equitable treatment of our students. The full range of NWREL's programs must reflect understanding of, and responsiveness to, issues of equity.

Strengthening Family and Community Support for Children and Schools

We are experiencing an increasing national outrage at the plight of growing numbers of our children—larger and larger numbers suffer abuse, neglect, and poverty. A unique convergence of economic, social, and educational concerns is the result. We increasingly realize that growing numbers of disconnected and dysfunctional individuals threaten our social, as well as our economic, stability. We are also painfully aware that these growing numbers have changed the very nature of our schools and pose unprecedented challenges for the organization and conduct of instruction.

Schools are increasingly recognizing that they must deal with these problems by strengthening the family and community. As the institution which serves all children, schools have a responsibility to assume leadership in seeing that these needs are addressed, but they recognize that they cannot solve the problem alone.

There is a convergence of research that can be utilized to address these problems: research on early intervention which clearly demonstrates increased effectiveness, and re-

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search on collaboration which is beginning to demonstrate the power and cost effectiveness of integrated services at the community level. Both clearly show: (1) the importance of a focus on outcomes which the community values for its children; (2) the centrality of strengthening and supporting the family in all of its modern forms; and (3) the necessity for new partnerships among schools, businesses, human services agencies, and informal organizations to effectively implement educational programs that will meet the needs of all children.

NWREL, with its history of broad-based governance, planning, and research is in a unique position to contribute to the development of this area as an important mechanism for moving positively into the future.

Serving Distressed Schools and Communities

Recent dramatic changes in student demographics, as well as the social and economic context of society, have fallen unevenly on the schools and communities of the Northwest. In both rural and urban areas, variations in resources, employment, student achievement, patterns of poverty and substance abuse, and numbers of disconnected citizens and youths have become extreme. These factors are often reflected in the aspirations of youth and families, as well as the expectations of communities for their schools.

Where a large number of these factors exist in combination with one another, substantial numbers of individual schools and communities suffer distress so severe as to make it unlikely that outcomes for the majority of their children will be positive. These schools and communities also suffer decreased ability to mobilize their internal resources for positive action. They tend to be isolated from sources of information and assistance. NWREL is in a unique position to provide

assistance to these communities and to policy makers who are attempting to better understand and address their needs.

Strengthening Capability to Assess Outcomes

NWREL's mission statement reflects the regionwide concern for a focus on outcomes as the key to improving both education and human services. Increasingly, those outcomes go beyond academic achievement to include effective functioning as individuals, citizens, and workers.

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Local improvement efforts continue to grow and require assistance with assessment of outcomes. As site-based management grows, building-level capacity to assess outcomes becomes evermore crucial. As teachers increasingly are given true professional status, their capability to assess instruction becomes more important.

A proliferation of state initiatives to improve the conditions of life and learning for children and youth have also emerged. Their focus includes effective functioning as a citizen and worker. Many of these initiatives depend on a policy environment supportive of creative collaboration and flexible use of local resources to achieve locally-valued outcomes. Such initiatives are launched in a context of great competition for resources among a series of societal imperatives.

In such a context, assessment of policy cost/effect and implementation effectiveness assumes equal importance with more traditional assessment efforts. Evaluating the impact of these initiatives requires increasing sophistication in posing the right questions, and identifying reasonable and reliable data sources and data sets from which to answer them. NWREL must continue and extend its work in developing creative and efficient approaches.

Improving School and Public Finance

Recent social and demographic trends have combined with economic distress to produce widespread concern for both our ability to compete in an international economy and the long-term health of our democratic institutions. These concerns have produced public pressure to restructure and strengthen the nation's infrastructure—education, communication, transportation, and human services.

State policy makers, especially, face unprecedented demands for creative investment of limited resources. School buildings and bridges, child care and higher education, school restructuring and roads—all are pressed as essential investments for our future well-being. Educational finance, in particular, has become increasingly contested as demands for improved outcomes and equity have come up against competing needs and beleaguered funding systems.

In this context, there is a dramatically increasing need for assistance and expertise in the analysis of cost and resource options which can be directly related to the knowledge base on outcomes. NWREL will expand its capability to provide this assistance.

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EDUCATION AND WORK

Education and Work provides a variety of research and development resources for local, regional, and national policy and practice in career development and occupational training.

Regional Policy Study Center—The Center provides policy makers with information and opportunities to discuss key factors affecting employment and training.

Effective Vocational Education—Resources derived from research and development on effective schooling practices and trends in workplace requirements are used to design career and vocational programs for the future.

Effective Programs for High Risk Youth—Assistance is provided to middle and high schools in planning, selecting, and implementing programs to meet the need of high risk youth based on the identification of characteristics of effective programs.

Technological Literacy—Technological innovations in the workplace and innovative curricula for use in schools aid planning for the 21st century.

Education/Private Sector Partnerships—Assistance and information on successful education/private sector linkage efforts are provided to agencies interested in adopting partnership programs.

Occupational Information—The ability of professionals to provide quality workforce programs and career development services to youth and adults is enhanced.

Major 1990 Accomplishments

- The sixth annual regional conference on "Work Now and in the Future: Implications for Business, Education, and Training" drew over 800 participants and presenters.

- An exchange of information on "Applied Academics"—such as Principles of Technology, Applied Mathematics, Applied Communications, and Applied Chemistry/Biology—was continued through a network of regional leaders.

- Innovative curricula were tested in emerging occupational fields (e.g. materials science and technology; hospitality/tourism).

- Nearly 860 employees were interviewed in five states in a major study of how employers work with new hires to provide insights which may help schools and colleges prepare students for transition to work.

- Technical assistance was provided to the National Occupational Information Coordinating Committee as it works with counterpart agencies to strengthen the delivery of career information and counseling resources.

- The Northwest Partnership Network was operated as a clearinghouse of promising practices on business-education alliances.

- "Bridge" middle school curriculum was tested with the Private Industry Council and Portland Public Schools, with plans for Bridge II in 1991.

Impact *"BRIDGE" Helps Get Students on Road to Success*

Students at Grant High School in Portland are learning that there are bridges they can cross to increase their chances of success in school, social activities, work experiences, and life.

For the past three years, Grant has used the "BRIDGE Curriculum Guide," developed by NWREL for The Private Industry Council and Portland Public Schools. The guide is a blueprint for teachers to use in the BRIDGE classrooms attended by 85 students daily at Grant High School. It was developed by Andrea Baker, youth coordinator for NWREL's Education and Work program, and has the enthusiastic support of Grant Principal Myra Rose.

"It's been phenomenally successful," says Rose. "With the BRIDGE program, we have as full a range of services as a school can have for at-risk kids."

Grant is Portland's model school for effective teaching strategies that are designed to decrease the dropout rate and increase students' chances of success in education and beyond the schoolhouse walls. Grant students come from some of Portland's poorest neighborhoods as well as some of its richest. Of its 1,600 students, about 57 percent are Caucasian, 33 percent are African American, 8 percent are Asian, with Hispanic and Native Americans comprising about 1 percent each. Such a diverse population presents challenges for teachers and administrators.

Students in the BRIDGE program head to their dormitory during a retreat.

"We can't just strike for the middle and hope for the best," Rose notes. "Some kids can make it by pulling themselves up by the bootstraps, but that's not the norm. We try to provide support wherever there is a deficit. We are showing that youngsters are able to succeed."

BRIDGE is an important link in student success at Grant High School and elsewhere. The program, which was conceived by Public/Private Ventures in Philadelphia, has been adopted by other schools in Portland and the Pacific Northwest.

BRIDGE students are selected while still in the eighth grade. They are identified as students who are at risk of not completing high school based on reading and math scores. Participants also come from low-income households and participate in the Summer Training and Education Program (STEP), which consists of a half-day of basic skills and life skills training and a half-day of work experience.

Many of the STEP students participate in the BRIDGE program, which is available to freshmen and sophomores. The BRIDGE curriculum was devised after Baker and Ingersoll observed students in the STEP program for a summer. "We noticed that what was missing were some of the basic values that children used to learn in the family or through participation in the church," Ingersoll says. "We wanted our curriculum—in a nonoffensive way—to teach healthy values and morals. We started with ways to build a child's self-concept and self-esteem and worked with issues such as personal health and hygiene, abuse, and neglect.

"The curriculum takes some very basic concepts—leadership, responsibility, the rights of other people, self-worth—and helps students work through problems and recognize consequences."

And proponents are seeing improvements. About 50 at-risk students who receive in-depth services that include the BRIDGE program have maintained an overall 2.06 GPA and an 82 percent attendance record year-round. In addition, only 3 percent of the BRIDGE students have left school, compared to a districtwide average of about 25 percent, says Kathy Hostager, a youth employment specialist with Portland Public Schools.

The BRIDGE curriculum guide includes 18 units, among them lessons in self-esteem, time management, career goals and expectations, multicultural/multi-ethnic awareness, substance abuse, self-preservation, community resources, and using leisure time.

Teachers and others involved in the curriculum say the goal is to help students succeed in school, work, and life.

EVALUATION AND ASSESSMENT

Evaluation and Assessment activities are designed to help teachers and school system staff better assess student outcomes, and to encourage effective use of assessment and evaluation information in school improvement efforts.

Center for Classroom Assessment — The Center conducts research and provides training in the assessment of student achievement in the classroom on a day-to-day basis.

Evaluation and Assessment Projects — Evaluation and assessment services assist in the planning, managing, and assessing effectiveness of educational programs and student outcomes. Special assistance is focused on the appropriate use of information in decision making. The Test Center provides research and lending service from an extensive collection of information on tests and assessment issues to encourage appropriate assessment of student outcomes.

Rural Technical Assistance Centers — Serving Region 6 (California, Idaho, Montana, Nevada, Oregon, and Washington) and Region 7 (Alaska), the centers provide evaluation and program improvement services to Chapter 1 compensatory education programs in rural schools.

Major 1990 Accomplishments

Center for Classroom Assessment:

- Classroom assessment strategies were shared at 10 training of trainer institutes which prepared over 500 trainers in seven states across the nation.

- Direct training was provided through 40 classroom assessment workshops serving over 600 teachers and administrators.

- New training video packages spread classroom assessment training throughout the region and beyond.

- Training workshops, focused on the assessment of students' writing, using an analytic scoring model, were conducted in 22 sites and involved over 460 teachers and school system staff.

Evaluation and Assessment Projects:

- Constructed response test items to examine teachers' ability to assess students' growth, and a set of video-based test items to measure teachers' understanding of good pedagogical methods for instructing reading, were developed for the California Commission on Teacher Credentialing.

- Through the continuing drug and alcohol survey service to the Northwest region, 142,690 students in 946 schools have been surveyed to date. Specific information about the prevalence and use of drugs and alcohol have been useful to school systems in planning effective intervention and prevention programs.

(continued on page 10)

Impact

Oregon Scores Writing the Analytical Way

Vicki Spandel's office at NWREL resembles a mini-warehouse more than the workspace for a senior associate in NWREL's Evaluation and Assessment Program. Stacks of cardboard boxes reach halfway to the ceiling, and fat manila envelopes are tucked in every nook and cranny. Stuffed inside those boxes and envelopes are some 6,000 student writing samples that will be assessed by evaluators from throughout Oregon.

Spandel is coordinating the 1990-91 statewide analytical writing assessment for the Oregon Department of Education, a process that involves 12 districts and 6,000 students in four grades. NWREL is conducting this year's assessment as a pilot project for an even more ambitious statewide writing assessment slated to begin in 1991-92.

That year, all students in grades three, five, eight, and eleven will participate in the analytical writing assessment. That's about 140,000 students who will be evaluated in one of five writing styles: expository, narrative, persuasive, imaginative, and descriptive.

The analytical writing assessment attempts to distinguish the components of effective writing, to define each component as a part of a definitive scoring guide, and to score those components individually. To that end, the Oregon assessment evaluates student writing in six areas: ideas and content, organization, voice, word choice, sentence fluency, and conventions. Each writing trait is scored on a five-point scale.

By scoring in six writing traits, Spandel says, students and teachers are able to build on strengths and improve on weaknesses to become more effective writers. "Most students' writing is a mix of strengths and weaknesses," Spandel notes. "The analytical writing assessment respects that."

This is not the first time that Oregon has been involved in a widespread analytical writing assessment. In 1985, Oregon became one of a handful of states to attempt analytical scoring on a large scale. That step in direct writing assessment provided teachers and students with data that gave detailed information on strengths and weaknesses in student writing.

The writing assessment adopted by the state was developed in 1984 by and for teachers in the Beaverton School District. Spandel worked with a group of 17 Beaverton teachers who taught in grades three through twelve to develop the analytical writing assessment. The group read hundreds of student papers in developing the model that was adopted by the state.

"That is one of the strengths of the model," Spandel notes. "It was developed by classroom teachers and is based on actual student writing. And it can be used by teachers in the classroom to teach revision and editing skills and to assess their students' writing."

Beaverton, Oregon, fourth-graders collaborate on a writing project.

The message reformers are trying to get across is that students need time to think, revise, edit, and rewrite in order to become effective writers and thinkers. "There is power in writing," says Spandel. "Writing is a way of thinking. It is a way to clarify ideas and thoughts."

She adds that it is hard to generalize about student writing: "Each piece of writing is extremely different. Students who do well are able to write with fluency, to give a center to an idea, to really focus in and personalize a topic, to reach out to an audience, and to give strong voice to their stories and essays."

Teachers around the state have received training in the analytical writing assessment, says Wayne Neuberger, assistant superintendent in the Oregon Department of Education's Division of Curriculum and School Improvement. Nonetheless, he adds, "There are a lot of teachers who haven't had the training who will need it. That's a long-range goal. The idea is to have the teachers pass on the skills to the students who can then self-assess their writing."

"Empowering kids is the whole idea," Spandel adds. "And assessment is where the power is. Kids cannot really grow as writers unless they are able to critically assess their work themselves and use what they learn as a foundation for revision."

- Test production and analysis services were provided to the Federated States of Micronesia. Student achievement tests were reviewed, printed, and scored, and interpretive test score reports were prepared.

- The Hawaii Department of Education's Special Education Program was evaluated and a correlational study conducted of successful Chapter 1 programs in Hawaii with parent involvement groups.

- A statewide alcohol and drug abuse needs assessment was conducted and central reporting database established for the Idaho Department of Health and Welfare.

- Data were analyzed from the Lower Yukon School District related to their graduate and early leaver study.

- A pilot test was conducted of the Oregon Writing Assessment, involving 6,000 students, in preparation for the full-scale assessment in the 1990-91 school year.

- The Oregon Dairy Council's "Super Four" nutrition education program was evaluated.

- The Oregon School Improvement and Professional Development project was evaluated. Interviews were conducted with school personnel in 24 funded school sites.

- Site evaluations were conducted for 14 single parent/displaced homemaker projects funded through the Oregon Department of Education, Vocational Education Program.

- Technical assistance was provided to Lincoln Middle School's (South Lane School District, Oregon) Leadership Team to update the school's student performance profile and to conduct evaluation of their transition to a middle school model.

- Materials and procedures were developed to assess writing, speaking, and listening skills of students following the Utah Core Curriculum. Video training materials were developed for use with teachers and school system staff.

- The NWREL educational databases were used to inform several research and evaluation programs, and the use of information in decision making was further encouraged. Specific attention was given to the definition and use of indicators of success.

- The Test Center circulated over 1,800 assessment tests, reports, and reviews to over 400 clients.

- A Consumer Guide, "Drug and Alcohol Use, Knowledge, and Attitudes," was developed in conjunction with the Western Center for Drug-Free Schools and Communities.

Rural Technical Assistance Center:

- Chapter 1 technical assistance was provided to over 1,200 clients through workshops and onsite consultation.

- Several new workshop training packages were developed including "Beyond Worksheets" and "Student Level Program Improvement."

Impact *Locally Developed Tests Help Students Master Skills*

The Lewiston, Idaho, Public School District has revved up a tried and true educational practice in an effort to improve teacher effectiveness and student outcomes in the district that serves 4,500 students in grades K–12.

Spurred by the 1983 report *A Nation at Risk*, Lewiston educators have institutionalized a curriculum development policy designed to assist teachers in assessing student mastery of subject areas.

The policy includes locally developed student learning objectives, a road map to achieve them, and curriculum-referenced testing (CRT) that individualizes student learning and focuses on improved outcomes. In the future, district officials hope to implement a computer-managed instruction system that will accelerate teachers' use of test results.

Gary Delka, district curriculum development director, says the shift to curriculum-referenced testing has given teachers and the local community better control over student learning and outcomes. "Before 1983, whatever textbook was being used by the teacher determined the curriculum. We were a textbook-driven district," Delka notes.

Lewiston's school board and administrators decided to regain control of the district's curriculum and to provide a process for teacher and community involvement in curriculum development and assessing student skills. "In 1983, the school board said we needed to move away from a textbook-driven curriculum," Delka notes. "And we needed to move away from everybody doing his or her own thing in the classroom."

Curriculum-referenced tests are a key to success for teachers at Lewiston, Idaho.

District administrators and teachers began a process to determine the skills students should master as a result of instruction, then identified the materials that would provide students with the resources to master the subjects and skills necessary for graduation.

An integral element in that process was local development of test questions for the CRTs the district planned to use to assess student performance and to provide teachers, principals, and administrative staff feedback on areas of instructional strengths and weaknesses. The district asked NWREL to review, revise, pilot test, and finalize test questions for the CRTs for grades 1-6 in reading/language arts, math, and social studies.

While the shift to CRTs has been successful, administration officials, building principals, and classroom teachers agree that there needs to be a speedier turn-around of test results to allow teachers to work with students. Currently, the CRT is administered once a year and teachers receive student test results in mid-May. "That's a real disadvantage," notes Suzanne Marks, a second-grade teacher at Camelot Elementary School. "Receiving the test results in the spring does not give us a lot of opportunity to re-teach students in areas where they show weaknesses."

Adds Camelot Principal Len Vaughn, "We look for windows in the student test scores. If there is a window that is weak, we re-teach the student in that area. It's a more accurate report of the student's progress, and it's a valuable tool for teachers to re-teach."

The ability to re-teach students is critical to the success of Lewiston's efforts to produce students who have mastered skills and are prepared to contribute to a rapidly changing world that requires the ability to think critically, communicate clearly, work cooperatively, and overcome obstacles creatively.

In addition to providing valuable information about student progress, the CRTs aid teachers in their efforts to improve. "Teachers get an assessment of how well they may be doing," notes Steve McRae, principal at Sacajawea Junior High School. "They can compare the high and low spots in their test scores and determine patterns. Teachers have been using the CRTs to assess how well they've been teaching as well as to determine how well students are learning." Currently, teachers in elementary grades—where the CRT has been implemented—follow a common curriculum established by teachers, principals, parents, and other community members.

LITERACY, LANGUAGE, AND COMMUNICATION

Literacy, Language, and Communication assists schools, community groups, state and local educational and training agencies, employers and employees, students, and parents to improve their communication capabilities, and programs.

R&D Center for Workplace Communication—The Center conducts research on communication skills and practices in the workplace, and helps educators to design instructional approaches and facilities for teaching the communication, cooperation, and information handling skills that students will need to enter and progress in the modern workplace.

Literacy and Language Development—Methods, materials, and technical assistance are being offered on new and promising techniques for improving literacy development among young children and parents.

Minority Parent Involvement Training—Methods and materials are being designed and demonstrated for Black and Hispanic parents and the teachers of their elementary school children to increase parent involvement in their children's schooling.

Workplace Literacy—Assistance is provided employers and educational service providers to conduct customized assessments of the skill requirements of specific jobs; assess the match between existing skills and those requirements; validate job screening instruments and procedures; and evaluate and help design employee training programs.

Teamwork, Teaching, and Technology—Technical assistance is provided to schools and teachers to create collaborative school environments in which technology and other resources foster cooperative learning.

Major 1990 Accomplishments

- A long-term research effort continued to identify the skills underlying effective group communication patterns in schools and workplaces.
- Cooperative workplace literacy projects are underway in eight companies in the Portland Metropolitan area involving business, industries, labor groups, state agencies, and community colleges.
- A modular instructional guide was developed, tested, and refined for office communication and technology.
- Multiyear curriculum demonstration projects were begun in four high schools that involve new technologies and group communication skills.
- Demonstration projects continued to familiarize secondary teachers with office communication skills, and to assist them in developing up-to-date curricula and training facilities.
- A computer-based instructional environment was tested for stimulating student growth in communication skills and cooperative learning.
- Parent training demonstration projects continued in two elementary schools to assist minority parents and teachers to encourage student achievement through increased parent involvement.

Impact *Parent Involvement Can Empower Children*

For Rose Jordan and Maria Cano Gutiérrez, involvement in their children's education is a way of life. "I'm involved with my kids in school because I want them to know that I'm concerned about what they're doing," says Jordan, whose three school-age children attend Humboldt Early Childhood Education Center in north Portland.

During the past two years, Jordan and Gutiérrez have participated in the NWREL project to increase minority parents' involvement in their children's education. But both parents were involved in their children's education before the demonstration project began, and both will carry on now that it is winding down. "I want what is best in life for my children," says Gutiérrez through interpreter and project community outreach specialist Grace Godinez. "Now that we're here in the United States, I want them to go to school and to get a good education. As long as we work at this, we will stay strong."

Rose Jordan and her children Cedric, Emerald, and Sylvester sit outside their Portland home.

Involvement is best for the children and best for their schools, Godinez says. "The principal and the teachers—I think they are more aware of us now," she notes. "I think for awhile they thought we didn't care, that we didn't have the same concerns and hopes for our children. Now they know that we do."

Encouraging parents to get involved in their children's education can be difficult for even the most able school administrators and teachers. And when parents speak little or no English, or feel that the school is unfriendly ground where they are not welcome, the task can seem overwhelming.

Yet parental involvement can be the catalyst that empowers a child and that provides teachers with an invaluable resource both inside and outside the classroom. The learning that has occurred in the home is not always recognized by teachers, counselors, administrtors, and others in the education community, says project coordinator Karen Wikelund, a research associate in NWREL's Literacy, Language, and Communication Program. Wikelund coordinated the Parent Involvement Project that worked with a group of Hispanic students and their families at Cornelius Elementary School in Cornelius, Oregon, and with Black students and their families at Humboldt as the children went through second and third grade.

During the first year, parents of second-grade students attended a series of informal workshops on topics such as discipline, communicating with school officials, ways to encourage children to learn, and how parents can help with homework. Workshop topics were selected after in-home interviews with parents and discussions with teachers and principals to determine interests and concerns in the community. Teachers also received inservice training.

In many cases, parents felt they did not have an adequate command of basic skills to help their children learn. To foster an environment of home learning, the project focused on family reading activities during the second year. "Even if parents feel that their skills are not good enough to read to their children, it's still important to have books around the house," notes Wikelund. "And it's important for kids to see written materials in use. It doesn't matter if it's grocery lists, letters back home, or scribbled notes."

Parent involvement is one of three top priorities for Linda Wakefield, who just completed her first year as principal at Humboldt School. "I really think that parent involvement is going to be the key," she says.

All of the parent involvement activities are aimed at increasing support for the school's 380 students, of which nearly 90 percent are Black. Humboldt School is located in a neighborhood that has been wracked by drug activities and gang warfare in recent years. Dapo Sobomehin, a NWREL community outreach specialist, says he is encouraged by parent attitudes in the north Portland neighborhood. "They see that the time has come to get involved," he notes.

At Cornelius Elementary School, about 25 percent of the students are from families where Spanish is the primary language. Principal Ray Haag says the project has increased Hispanic parent involvement in the school and has led to improved relations.

PLANNING AND SERVICE COORDINATION

Planning and Service Coordination assists state and local education agencies, human service agencies, and community organizations in analyzing needs and planning and implementing programs. Working with and through other agencies in the region, the unit identifies needs and coordinates NWREL's planning to meet them. The unit also coordinates collaborative work with educational laboratories in other regions.

Rural Education—Activities are conducted to identify, develop, and install promising practices for small, rural schools. Technical assistance is provided to rural schools to increase access of rural schools to R&D information, plan and assess distance education delivery options, and carry out systematic school improvement.

Education Professions—Training and assistance for educational professionals is provided in the areas of teacher evaluation, staff development, mentoring, teacher induction, and renewal.

Policy Studies—Information and resources on policy options are provided to educational policy makers at the state and local level.

Service Coordination—Assistance is provided to state and local education and human services agencies utilizing resources throughout the Laboratory.

International Education—Information, technical assistance, and professional development are provided to education and human services staff of foreign nations.

Major 1990 Accomplishments

Rural Education:

- Syntheses of research and practice on multigrade classroom instruction, rural school cooperatives, and rural administrative leadership were widely disseminated.

- The Rural Education Consortia-Network has continued in the region, working cooperatively to address the needs of small schools.

- Technical assistance was provided in planning distance education options with Alaska and Hawaii Departments of Education. Local educational technology planning was initiated with the Blue Mountain's Small School Consortium (WA).

- School improvement training using the Onward to Excellence (OTE) model was implemented in 10 rural schools in Montana and Idaho in cooperation with Montana State University and the University of Idaho.

- A rural, small school district improvement model, Successful Schools, was pilot tested in 11 schools. Thirty-two field-based trainers were developed to provide these services.

- Technical assistance was provided for rural school planning and problem solving with 39 small, rural schools and agencies in the region.

(continued on page 16)

Impact *Achieving Student Success in Rural America*

There are changes in the wind for the country school that serves some 170 elementary students in this agricultural community 16 miles north of Wenatchee.

A new computer lab is only one of the changes at Orondo Elementary School in Washington.

In just his second year as the district's chief administrative officer, Superintendent Tom Reese has won widespread support from teachers, school board members, and the community for reform in curriculum, staff development, and equipment. Reese also serves as principal of Orondo Elementary School, an aging red-brick schoolhouse surrounded by apple orchards and the barren foothills of the Cascade Mountains.

Three new teachers have joined the staff, which has grown to 10 this year, to work with students from kindergarten through sixth grade. A dozen computers have been added in the school's new computer lab. This fall, students are attending classes in a new 20,000-square-foot building made possible when patrons approved a $1.2 million bond issue last year.

"Times have changed in Orondo," says teacher Dave Whitehead.

There is more to the change, though, than the new teachers, superintendent, and equipment. There is a noticeable excitement about learning, teaching, and education that has been fostered by a new spirit of cooperation among teachers, board members, and administration.

"This is a supportive community," says Dean Croshaw, a first-year teacher at Orondo. "The board is supportive. The superintendent is supportive, and the staff is supportive. I've just started this year, but it doesn't seem that way. The retreat I attended last spring helped me to feel a part of the staff."

That retreat, attended by all teachers, school board members, administrators, and new teachers hired for this school year, was an outgrowth of Orondo's participation in the NWREL's Successful Schools Program.

Orondo qualified as one of 14 small, isolated, rural schools in the Northwest and Pacific region to participate in the Successful Schools Program, which was developed in an effort to overcome some of the constraints faced by small, rural schools.

"The goal of the Successful Schools Program is to bring all members of the educational community together so they can cooperatively develop a school improvement plan," says Andy Sommer, NWREL rural education specialist who worked with Orondo.

"The school board looked at it as an opportunity to communicate with staff on a level we don't often get to," says Jan Merriman, a four-year member of the board. It also was an opportunity to air concerns about curriculum, class sizes, communication, the impact of growth, and other issues.

"We found that we had very similar concerns as the teachers," notes Doyle Fleming, an 11-year veteran of the school board.

NWREL Rural Education staff conduct onsite training, analyze the Successful Schools Inventory, provide instructional research, and identify resources to support the school goal.

The Orondo School District serves about 100 families in a district that stretches 13 miles from such notable local landmarks as the Grub Worm Fruit Stand to the Twin W Orchard.

The agricultural base adds to the area's Hispanic population. The school serves about 100 families, more than half of them Hispanic. About 70 students are enrolled in bilingual classes, and more than 60 percent of the school's enrollment is minority.

Through the Successful Schools process, the school board and teachers adopted improved scores as a formal goal. At the end of the 1987-88 school year, Orondo's students were averaging around the 35th percentile on a standardized test. The board and teachers decided to improve basic skills, in the process gradually improving scores at least 3 percent a year, until at least 90 percent of the students scored at the 50th percentile.

- Rural education forums were conducted in each state to review rural databased profiles and establish priorities for action.

- Health education curriculum projects were initiated in six rural schools across the Northwest region.

- An instructional leadership academy for rural mathematics and science teachers across the Northwest region was planned.

Education Professions:

- Over 13,000 teachers from more than 100 school districts have participated in surveys, using the Teacher Evaluation Profile (TEP), which provide districts with data on the potential for teacher growth and professional development through an effective teacher evaluation program.

- Technical assistance sessions and training events in effective growth producing teacher evaluation were attended by over 500 teachers and administrators. Training events occurred in the school districts of Lewiston (ID), Lebanon (OR), Battle Ground (WA), Helena (MT), and Ephrata (WA).

- The development of a comprehensive teacher evaluation program and training activities for cadres of principals and teachers is being conducted by the Guam Department of Education.

- Centennial School District (OR) and NWREL presented a design for a comprehensive teacher evaluation program that promotes professional growth and development among teachers at the Oregon School Boards Convention.

- The "Teacher Evaluation: Five Keys to Growth" training manual which addresses key items on the Teacher Evaluation Profile (TEP) questionnaire was refined.

- The Collegial Support System Process Model and the Collegial Support System Guide were completed.

- A regional institute on the Collegial Improvement Process was conducted.

- A workshop to assist the Springfield School District (OR) in instructional planning and curriculum decision making was conducted.

International Education:

- An eight-week study tour for 22 higher education officials from Costa Rica was provided on American community college operations.

- Two three-month training programs were conducted on topics in educational administration for nine Pakistani educators.

- A two-month training program was conducted on the uses of computers in administrative management in education for a computer programmer from Jordan.

- A five-week program on aspects of educational administration was conducted for the Assistant City Education Officer from Nairobi, Kenya.

- An eight-week training program on language instruction was provided for two sets of 10 English language high school teachers from Costa Rica. The training included three weeks of observation of ESL teachers in the Seattle schools.

- A two-day program on outcome-based schooling was provided for senior officials from the Yemen Ministry of Education.

Policy Studies:

- Policy analyses and technical assistance were provided to state agencies and policy makers through meetings of the Chief State School Officers of the Northwest and Pacific. An analysis of the movement toward National Goals and Assessments was prepared.

- Policy option analyses were prepared on strengthening school-based management and state strategies for local school improvement.

Service Coordination:

- Meetings of the Northwest Urban Superintendents were held to discuss common issues and concerns related to urban schools, including the unique needs of urban districts in addressing student diversity and the implications of developments in national assessment for urban schools.

- Technical assistance was provided in long-range strategic planning processes, organizational development and consultation skills, training in teamwork, planning assistance for development of middle schools, and assistance in strategies for students at risk.

- Management and strategic planning assistance was provided to the Tacoma and Vancouver School Districts (WA).

- Facilitation of planning activities was provided to the Oregon Department of Education, Oregon Episcopal School, and Association of Washington Educational Service Districts.

Impact

Teacher Evaluation Inspires Growth, Collegiality, Innovation

Teacher evaluation can be a creative, dynamic process that provides teachers an opportunity for professional growth, innovation, and creativity while ensuring that state-mandated standards of competence are met.

Centennial teacher Donna Hinds sees sharing with other teachers as a prime benefit.

Or, it can be a robotlike process carried out in lock-step fashion that is viewed cynically by both teachers and administrators.

Centennial School District east of Portland chose the former. The district has found that teacher evaluation can be a much more meaningful process when it is linked to professional growth. And Centennial has put together a program that teachers and administrators believe is building trust, rewarding innovation, enhancing collegiality, and benefitting students.

Centennial's Professional Excellence Program (PEP) emerged from the NWREL's teacher evaluation research, and last year it received the Outstanding Evaluation Program award from the American Association of School Personnel Administrators.

The PEP grew out of a common goal of Centennial's teaching and administrative staff to "find a way to make teacher evaluation a more meaningful process," notes Marvin Hempel, director of instruction at Centennial. "We were trying to make it a growth experience and relate it to professional development rather than something negative," he says.

In 1985, NWREL administered a Teacher Evaluation Profile (TEP) at each of Centennial's eight schools. The TEP is a questionnaire that assesses teachers' perceptions of the nature and quality of the evaluations of their performance. The survey revealed that teachers were distrustful of the evaluation process and felt they received inadequate feedback. Principals said they needed additional training in evaluation procedures and felt there was insufficient time to conduct effective evaluations.

Centennial then contracted with NWREL to conduct a series of workshops aimed at improving the evaluation procedure and focusing on a program to build an effective professional growth component into the process. "The idea," Hempel recalls, "was to stretch the thinking of people in terms of what represented professional growth." Since then, Centennial staff have been trained to present their own professional growth workshops, and 85 percent of Centennial's teachers have participated in them. All new hires are required to take them, Hempel says.

What has evolved is an approach to teacher evaluation that includes a state-mandated accountability track and a professional growth track. All of Centennial's 300 teachers participate in one of these evaluation tracks throughout the year, with about one-third of them in the professional growth track.

The key to the PEP is trust, notes Nick Karafotias, a Centennial teacher and chair of the social studies department. Karafotias says teachers and administrators worked as a team to hammer out guidelines and definitions for professional growth.

The discussions, he says, evolved around a central theme: "Are we laborers or are we professionals? And if we are professionals, we need to have the power to prove that we can have success."

"The most exciting thing for me is the time PEP provides to work with and observe other teachers," says Ellen Houx, an English teacher at Centennial High School. Houx has taken a day to observe the classroom practices of the Oregon teacher of the year. And she took another day to work with other teachers on methods to incorporate critical thinking strategies into classroom curricula.

The ability to work with, learn from, and share effective practices with other teachers is one of the prime benefits of Centennial's professional growth program. "PEP really encourages collegial sharing," says Donna Hinds, a first-grade teacher at Pleasant Valley Elementary School.

Re³D FOR INDIAN EDUCATION

R&D for Indian Education assists educators in using effective practices in administration, teaching, and curriculum in Indian education. The program also conducts studies of issues and qualities of Indian education.

Effective Practices—Training is provided in school improvement to staffs of Northwest schools with significant Indian enrollment.

Teacher Turnover—Administrative practices have been identified to enhance teacher retention in reservation schools.

Successful Indian Students—Results of a two-year study of Indian high school graduates identifies factors which encouraged those students to succeed.

Major 1990 Accomplishments

- "Effective Practices in Indian Education: Administration, Curriculum, and Teaching" was used as the primary resource in site training at Coeur d'Alene Tribal School (ID), Mentasta Lake School (AK), Tetlin School (AK), Hood Canal Elementary (WA), Browning Middle School (MT), Browning High School (MT), Vina Chattin Elementary (MT), K.D. Bergan Elementary (MT), and Douglas Gold Elementary (MT).

- Presentations and workshops on effective practices were conducted at Indian education conferences throughout the region.

- A teacher institute, "Institute of Excellence in American Indian Education," was conducted for the third year at Gonzaga University, cosponsored by REACH Center, Interface Education Network, Resource & Evaluation Center III, Washington Office of Superintendent of Public Instruction, Oregon Department of Education, and North Seattle Community College.

Impact *We Want To See Kids Quit Hurting*

Karen Reed, a 1989 graduate of Mazama High School in Klamath Falls, Oregon, has learned that teachers who care can make a difference.

During her senior year, Reed found that her grades were slipping as her involvement in extracurricular activities increased. But caring teachers stepped in to redirect Reed and help her focus on her studies. "The teachers here want to see you pass, and they'll go out of their way to help you," Reed says.

Reed was involved in the Mazama Pep Club, Students Against Driving Drunk, basketball, and track. But, teachers helped her gain perspective on her education. "I realized that sports alone won't get you through life," she says.

Staff at Mazama have zeroed in on school climate in a long-range program geared to increase positive communications among teachers, students, parents, classified staff, and administrators. The effort has been coordinated by a core of four teachers who have worked with staff from NWREL's Indian Education program.

Principal Mike Pisan says that the school has taken a "paper program" for excellence and worked it into the everyday life of Mazama High School. "Now the whole staff is involved with it," he says. "It's a staff empowering program. And that's what we were looking for—to be able to learn from each other, help students succeed, and make school a positive place to be."

The 1,000-student school is located in a community of about 17,400 residents nestled on the shores of Klamath Lake in an area built on timber industries and agriculture. Klamath Falls is a blend of rural Oregon charm and urban Oregon sophistication. It boasts a multimillion-dollar performing arts center privately financed through contributions and grants, as well as road signs that warn: "Horses prohibited on sidewalks."

About 10 percent of the student population is minority, including 6.5 percent American Indian. Earliest settlers to the area included people of the Klamath and Modoc tribes.

Darlene Peters, former associate in NWREL's Indian Education program, worked with Mazama's core team to develop ways to improve school climate. That process included goal setting, activity development, staff involvement, and general brainstorming.

Armed with research on the effects of improved school climate, staff at Mazama High School have embarked on a variety of activities designed to promote a positive school climate by creating a supportive, stimulating environment; developing positive expectations; and increasing feedback and rewards.

Pisan says the core team worked with other teachers to enlist their support for, ideas about, and ownership in the program. Among the activities geared to improve school climate were a student talent show, staff participation in pep assemblies, resumption of a door-painting program to recognize student talent and beautify the building, and creation of "Viking Pride" cards.

The ideas caught on with students and staff. Teachers formed their own cheering section at pep assemblies, a move that was not lost on students.

Viking Pride cards helped create an environment where student deeds that often were overlooked gained recognition. Teachers, administrators, and support staff would hand out the cards to students caught in the act of doing something good—whether it be improving grades, helping a fellow student, or contributing to a community project.

Students at Mazama High School in Klamath Falls, Oregon, show "Viking Pride."

"Viking Pride helped to show that it's cool to get good grades," says Kristina Wunder, a senior at Mazama this year. "And the cards are not just for the students who are always getting recognition," adds Brandi Maxwell, also a senior.

School climate can have profound and lasting effects on a school, its staff, and its students. At Mazama, the overall student grade point average has risen from 2.39 in 1985 to 2.60 in 1989. In addition, average attendance has risen from 92.39 percent to 93.4 percent in just one year.

SCHOOL IMPROVEMENT

School Improvement works through school improvement organizations to assist practitioners in using effective schooling practices and goal-based management processes to improve student performance in their schools and districts.

Research Syntheses—Research is reviewed and synthesized to identify, describe, and make effective schooling practices accessible and applicable.

Networking—Activities are conducted to bring people together to learn about and exchange information on school improvement.

Training and Technical Assistance—Training is developed and conducted for leadership teams at the school and district levels, principals, and others to provide practical knowledge about goal-based approaches to school improvement.

Major 1990 Accomplishments

- "Effective Schooling Practices: A Research Synthesis" was updated and expanded.
- Syntheses of research were completed on the topics, "Educational Time Factors" and "Expectations and Student Outcomes."
- The Northwest Oregon Professional Development Center for School Improvement continued to provide school improvement services to school site committees.
- The pilot of "Creating the Future," a long-term, district-level strategic improvement program, continued successfully in two districts in the Eugene, Oregon, area. Additional sites have been established in eastern Oregon, central Washington, and Montana.
- A Network for High School Reform, made up of eight high schools, is working collaboratively toward substantial reform and restructuring of its schools.
- "Onward to Excellence" school improvement leadership team training and technical assistance has been provided to over 600 schools in Colorado, Hawaii, Idaho, Mississippi, Montana, Oregon, Panama, Washington, and Wyoming.
- Leadership for Excellence, an instructional leadership training program for principals, was completed.

Impact *Young Authors Discover Joy of Writing*

It's a scene right out of a Norman Rockwell painting: The foothills of the Cascade Mountains rise above a grassy field as dawn breaks on a hazy Oregon day. Black-faced sheep graze in an open meadow fresh with dew, and weathered barns dot the landscape. At the end of a winding, gravel driveway, a child waits for the school bus to arrive as her rust-colored retriever prances around the mailbox.

Welcome to Lacomb, Oregon. It's served only by the blue highways of road maps, and even those remote routes end in Lacomb. "We're just a rural community—a small, rural school," says Eldon Wortman, principal and superintendent of the 295-student Lacomb Elementary School.

While Lacomb may be removed from the hustle of large urban areas, it is on the cutting edge of effective schools practices. The school is in its third year of NWREL's Onward to Excellence (OTE) process aimed at improving student writing skills. OTE involves teachers and principals in a process of goal setting for long-term change in local schools.

Lacomb, Oregon, third-grader Paul Benson is boning up on signing for his first publishing venture.

It is a cyclical tool, a method whose final step is not an ending, but a renewal. The research-based process builds on team leadership and staff input throughout the 10-step cycle.

Lacomb's participation in OTE has triggered writing reform throughout the school, which in turn has inspired far more benefits than the staff-selected goal had envisioned.

"Even though our focus has been on writing, there have been all sorts of positive spinoffs," Wortman notes. "Student attitudes have changed. We have fewer discipline referrals. And our teachers have grown in new and challenging directions. It's a classic case of site-based management working well."

There have been tangible improvements in student writing skills since Lacomb teachers unanimously selected improved writing as the schoolwide goal. Darrell Haas, who teaches a combined fourth- and fifth-grade classroom, developed baseline data to monitor student improvement in writing. "There was no data when we started to show that kids needed to work on writing skills," he says. "The information was nonexistent. But there was a gut-level feeling from everyone on staff that that was the area we needed to go into."

The first time students were assessed, nearly 70 percent scored in the lowest ranges on the writing assessment, Haas notes. By the following spring, there had been a remarkable turnaround in student writing assessment that was fostered by an entirely new approach to teaching the writing process.

Buoyed by a grant from the state of Oregon's School Improvement and Professional Development program, Lacomb launched a year-long training program that led to a schoolwide writing curriculum, development of a writing assessment instrument, and professional development activities aimed at teaching the process of writing.

Staff members also participated in the four-week Oregon Writing Project and other workshops that supported their OTE goal of improving student writing. Vicki Van Noy, a second-grade teacher and current chair of Lacomb's OTE leadership team, conducted workshops for educational assistants to help them better understand the changes that were taking place.

The efforts at Lacomb have paid off. The percent of students scoring in the lowest ranges on the writing assessment dropped from 70 percent to 37 percent. And 63 percent scored in the average to above-average range.

The real story at Lacomb Elementary School, though, is in the classrooms of the K-8 single building district. There, students spend 40 minutes to an hour in daily writing exercises that challenge their creativity and their ability to communicate effectively.

"Three years ago, we would have said, 'Today we're going to learn nouns,'" Sommers says. "Then the kids would write a paragraph, and I'd correct it and put it on the bulletin board."

TECHNOLOGY

Technology develops and disseminates effective applications of technology, conducts research on the application of technology to educational needs, evaluates the effectiveness of technological applications in educational programs, and conducts training and demonstrations of applications of technology for instruction and administration.

Information and Demonstration Center—The Center conducts software evaluation activities and provides information on computer software including the Resources in Computer Education (RICE) database and MicroSIFT reports. The Center provides information, resources, and technical assistance for using computers, databases, and telecommunications in instruction and administration.

Curriculum and Instruction—Training and other assistance are provided to educational agencies in the integration of computer applications in the curriculum. Assistance with distance education techniques is provided in conjunction with the Rural Education Program.

Major 1990 Accomplishments

- Training of trainers was conducted for teams in each of the states in the region for the Technical Education Research Center Star Schools telecommunications project.
- A LabNet national workshop in computer-based physics instruction was conducted for 23 teachers.
- A major report and technical assistance in identifying and planning for basic skills systems for adult education was provided to Washington Private Industry Councils.
- A depiction study was conducted of the extent and use of distance education in the Northwest region.
- A national marketing test of the Resources in Computer Education (RICE) database microcomputer version was conducted.
- Analytical reports of software availability and quality were completed in three topic areas.
- Workshops and software demonstrations were conducted in conjunction with state education agencies, making the NWREL software collection available in new locations.
- Project evaluation and planning assistance in distance education were provided to two major projects in Alaska and Montana.

Impact *Engaging Students in Science*

In a classroom neatly cluttered with scientific gadgetry, students at Grant High School brainstorm ideas for construction of a solar house while sketching a crude model of their future creation on a blackboard.

Should the solar panel atop the prototypical home rotate to follow the angle of the sun as it journeys across the sky? Would a plastic "envelope" hold heat in the miniature home? Would water or sand or some other substance store heat well? Students discuss their home construction as they trouble-shoot potential problems.

"The main idea here is to build a solar house that works with the materials we're given," says Tomie Ellis, a sophomore at the inner-city Portland school. The students also will communicate via computer with teams of students from 15 schools across the country who are working on similar projects. They compare notes, share problems, note differences in construction brought on by local geography or climate, and constructively critique each other's work in an atmosphere of friendly competition.

Welcome to TERC Star Schools, a hands-on, federally funded program that encourages students to develop questions and seek answers that do not appear in the back of a science textbook. In the TERC Star Schools Project, 11 centers nationwide, including NWREL, provide training and resources to teachers working with students on innovative science projects.

Sponsored by the Technical Education Research Centers, the Star Schools model engages students in the scientific process of critical and creative thinking, trouble-shooting, developing hypotheses, collaboration, setbacks, successes, and perseverance.

"Most of what goes on here is hands-on experience and being a creative thinker," says Charlie Martels, a physics teacher who works with students in the Star Schools project at Grant. "There's content involved, but the focus is on problem solving and critical thinking."

The project also presents new challenges to teachers. "It's a very different approach to teaching," notes Martels. "I'm there more as a participant than a teacher. It's an extremely powerful way to learn science because you're doing science."

NWREL has trained about 35 teachers in Oregon, Washington, Alaska, and Hawaii in the Star Schools project. Those teachers return to their respective districts and train other teachers in the use of the Star Schools model, says Anne Batey, a computer specialist with NWREL.

Grant High School students in Portland review a computer printout from one of 14 other schools in the Star Schools Project.

The idea is for students to develop projects, see them through, and communicate their findings to others across the country. "Importantly, the TERC Star Schools Project connects science with society in the best possible way, not by talking about science, technology and society, but by engaging the students in scientific studies related to important social, ecological, and intellectual issues," notes a report on the project.

For example, students at Grant were measuring radon at their school and neighboring areas while the Environmental Protection Agency was raising concerns nationally about radon levels in the nation's schools. And what did the Grant students conclude?

"With the radon testing, the main thing we got hung up on was determining the validity of the detectors," says Martels. Students found that there were random fluctuations in the detectors used to measure radon levels that made an accurate measurement difficult to stand by.

That process helped the students to learn about scientific inquiry. "Ninety-nine percent of the time, what you start out to do doesn't work in the beginning," Martels notes. "But it's a process. You have to sort things out, take a look at your data, review what you've done, and really figure out what is happening."

WESTERN CENTER FOR DRUG-FREE SCHOOLS AND COMMUNITIES

The Western Center for Drug-Free Schools and Communities provides training and technical assistance to regional state and local groups in nine Western states and the Pacific islands to plan, implement, and evaluate comprehensive programs to prevent and eliminate drug and alcohol use in schools.

Information and Assistance—In carrying out a program of information and assistance, the Center:

- Assists state education agencies to coordinate and strengthen drug and alcohol abuse prevention policies and programs
- Assists local education agencies and institutions of higher education in developing training programs for educational personnel
- Provides information on effective drug and alcohol abuse prevention programs and strategies

School/Community Team Building—Core training is followed by technical assistance and consultation by Center staff, tailored to local district programs and community needs.

Resource Materials—The Center maintains a collection of materials, curricula, model programs, and research syntheses that focus on alcohol and drug abuse prevention. The Center is also a designated Research and Development Access for Rural Schools Network resource center.

Major 1990 Accomplishments

- 579 school/community teams and 8,736 individuals, including representatives of state agencies, participated in workshops and received technical assistance.
- 188 workshops and 317 technical assistance sessions were conducted on topics such as comprehensive planning, selecting, or developing a preventive curriculum, implementing student assistance programs, and evaluating prevention and assistance programs.
- 171 representatives of institutions of higher education participated in training activities or information sharing. A 143-page directory listing academic courses in drug and alcohol education, available in 28 two-year and four-year institutions within the region, was compiled and distributed.
- Center staff responded to 5,711 requests for information. The Western Center newsletter was produced and distributed to approximately 9,500 individuals each quarter.
- Three research monographs and four training packages were developed.
- A regional dissemination conference was conducted in Seattle, with over 400 participants.
- Five cities—Portland, Seattle, Berkeley, Oakland, and Los Angeles—were selected for the Urban Initiative, and received additional focused assistance.

Impact *A Handful of Residents Spearhead a Community-Wide Effort*

What started six years ago with a group of people four strong and ready to reach the world has grown to a communitywide effort to wipe out alcohol and other drug abuse among school children in Missoula, Montana.

In 1983, a county health department survey indicated that 55 percent of Missoula teens in grades 7–12 misused alcohol. That was nearly double the national rate, says Dorothea Lambros, president of Community Care, Inc., (CCI) an outreach, education, and consulting organization.

"When I first got involved, I thought maybe there were one or two kids using marijuana once in awhile," she says.

Lambros and three others began organizing a community meeting to call attention to the drug problem and to enlist support for their proposal to educate and assist area young people. More than 100 people volunteered to begin working on a program for school-age children, and the CCI was born. The organization has developed a nationally recognized program that has trained hundreds of teachers, administrators, parents, social service providers, and others on how to recognize and deal with adolescent drug abuse.

"Our focus is not solely on drugs and alcohol," notes Jacob Block, superintendent of Missoula School District One, an elementary district with nearly 6,000 students in grades K–8. District administrators, teachers, and parents understand that there are other pressures on young people that can lead to drugs. "There is a lot of pressure to use," says Toni Smartt, drug and alcohol coordinator for the district and a consultant to NWREL's Western Center for Drug-Free Schools and Communities. "High school kids say it is hard to not be a user today. Life for teenagers and other young people is very confusing. And chemical use is very seductive."

The district has now trained teachers and parents to facilitate student group meetings. Up to 10 students per group meet weekly to share experiences, problems, and feelings. At some schools, 10 or more groups operate at a time.

"It's a real healthy thing," says Mary Archer, counselor at Rattlesnake Middle School. "The kids learn how to take some risks and they learn how to share some feelings."

There are some basic rules observed in the groups, such as confidentiality, the right to pass on commenting on issues, and a ban on put-downs. Students learn that problems cut across socioeconomic lines. "When a group begins, you usually know everybody in it, but you don't know about them," says Pattie Scott, an eighth grader. "At first nobody talks. But after awhile, nobody wants it to end."

The district also operates a Peer Awareness and Leadership Skills (PALS) program for students.

The school and community unite against drugs in Missoula, Montana.

Forty-eight students from the five middle schools attend a three-day workshop designed to help develop their leadership skills. Students represent a mix of the different groups so prevalent during the middle school years. A student is just as likely to be from a "geek" faction as from the "dirts," "stoners," "preps," or "wavers." The idea is to recognize leadership abilities, build self-esteem, work on communication skills, and provide positive reinforcement.

"PALS helped me understand a lot of things about life, about growing up," says Meadow Hill eighth grader Amanda Robinson. "After taking the PALS course, you feel like you're able to help your friends with problems," adds fellow eighth grader Jeff LaRue.

The CCI has been instrumental in establishing programs in the schools. For their efforts, CCI members have seen a 10 percent decline in alcohol abuse and a variety of programs initiated to help young people. In addition, the general population seems to be more aware of teen alcohol problems.

"We are not unlike other Montana communities and others in the United States," Block says. "We in Missoula have a problem and we'd better deal with it."

CENTER FOR THE ADVANCEMENT OF PACIFIC EDUCATION

Over the past five years, NWREL established and has operated the Center for the Advancement of Pacific Education (CAPE) in Honolulu to serve Hawaii and the Pacific islands. During that period, the capacity has been built for an independent laboratory—the 10th in the national network—to serve the Pacific region. The Pacific Region Educational Laboratory became operational on December 1, 1990.

Pacific Regional Educational Program—The Pacific Regional Educational Program (PREP) assists educators in Hawaii, American Samoa, the Marshall Islands, the Federated States of Micronesia (Kosrae, Pohnpei, Chuuk, and Yap), Palau, Guam, and the Northern Marianas through networking, capability building, and research and development to carry out school improvement and activities.

Territorial Teacher Training Assistance Project—The Territorial Teacher Training Assistance Project (TTTAP) provides for regional coordination and collaboration among the Pacific departments of education and postsecondary institutions to strengthen teacher training.

Pacific Drug-Free Assistance—Training and technical assistance provided by the NWREL Western Center for Drug-Free Schools and Communities are delivered to Hawaii and the Pacific islands by staff located at CAPE.

Major 1990 Accomplishments

- The CAPE Program Policy Board finalized its planning for the Pacific Educational Laboratory, culminating five years of organizational and policy development.

- The CAPE R&D Cadre conducted three regional research studies focusing on a Pacific Principals' Needs Assessment, Home and School Learning Styles, and Exemplary Pacific Science Teachers.

- CAPE convened its 7th Annual Pacific Education Conference in Honolulu, Hawaii, on August 6-8. Approximately 700 people attended the conference on "The Pacific Child: In the 21st Century." The 1990 conference was cosponsored by the Hawaii Department of Education, the Kamehameha Schools, and the University of Hawaii Community Colleges.

- The 1990 Pacific Summer Institute was conducted at Hawaii Loa College on the continuing theme of Pacific cultural literacy. A draft Pacific literacy framework was produced, culminating the efforts of the past two institutes as well.

CENTER FOR NATIONAL ORIGIN, RACE, AND SEX EQUITY

The Center for National Origin, Race, and Sex Equity assisted school personnel in Alaska, Hawaii, Idaho, Oregon, Washington, and the Pacific islands, with addressing needs occasioned by desegregation. Assistance was provided in planning, development, and implementation of programs and strategies to ensure all students receive equitable treatment and equal opportunities for a high quality education.

A major portion of the services of the Center have been supported by a U.S. Department of Education grant for operation of the regional Desegregation Assistance Center which is now operated by another agency.

National Origin Equity—Assistance was provided to help schools better serve students of limited English proficiency.

Race Equity—Assistance was provided to help schools more equitably serve students of all racial and cultural backgrounds.

Sex Equity—Assistance was provided to help schools ensure students equitable treatment and equal educational opportunities regardless of gender.

Major 1990 Accomplishments

- The third annual equity conference, "Equity '90: Unity in Diversity," was attended by 250 people.
- The book, "Glimpses into Northwest Lives: Some Outstanding Women," was disseminated to teachers and counselors throughout the region.
- The report "Resegregation of Public Schools: The Third Generation" was disseminated.
- 1,500 copies of "The Fourth R: Responsibility"—a handbook for school staff—were disseminated throughout the region.
- Equity Administrator Summer Seminar was conducted for principals from the region.
- "A Comprehensive Bibliography of Equity Resources, A Subject Categorical Listing" was revised and disseminated to school personnel.
- 123 workshops and 147 technical assistance sessions were provided to 3,010 teachers and 735 administrators.
- A series of training workshops titled "Equity Principal" were conducted to assist principals in becoming better school equity leaders.
- Language Development Specialist Academies were held in Oregon, Washington, and Idaho, for classroom teachers.

1990 Activities and Contracting Agencies

CENTER FOR THE ADVANCEMENT OF PACIFIC EDUCATION

Pacific Local Capacity Building — Conduct training and technical assistance for Onsite School Improvement Teams
- U.S. Department of Education (OERI)

Effective Education in the Pacific — Develop an R&D Cadre of education professionals
- U.S. Department of Education (OERI)

Territorial Teacher Training Assistance Program — Provide technical assistance to strengthen teacher training in the Pacific jurisdictions
- U.S. Department of Education

Native Hawaiian Vocation Education Program — Assist in improvement of Leeward District vocational education activities
- Alu Like, Inc., Honolulu (HI)

Onward to Excellence — Carry out school improvement process
- Commonwealth of Northern Mariana Islands

LEAD Project — Provide training and technical assistance for administrator leadership
- American Samoa Department of Education

Computer Training Center — Evaluate the Hawaii Center
- Alu Like, Inc., Honolulu (HI)

Curriculum Project — Review curriculum framework
- Palau Bureau of Education

Ohi'a Project — Evaluate project materials
- Bishop Museum (HI)

Refugee/Entrant Assistance Program — Evaluate the program
- Hawaii Department of Labor and Industrial Relations

Accountability System — Develop system for public schools
- Commonwealth of Northern Mariana Islands

Micronesia Project — Conduct training on Pohnpei
- U.S. Peace Corps

CENTER FOR NATIONAL ORIGIN, RACE, AND SEX EQUITY

Desegregation Assistance Center — Provide training and technical assistance in the Northwest and Pacific
- U.S. Department of Education

EDUCATION & WORK

Private Sector Networking — Maintain regional network promoting school/community partnerships
- U.S. Department of Education (OERI)

Promising Practices for At-Risk Youth — Assist schools in meeting needs of high-risk youth
- U.S. Department of Education (OERI)

Regional Policy Center for Education and Employment — Conduct policy studies and communicate findings on education and work
- U.S. Department of Education (OERI)

Technological Literacy for All — Provide information on connections between schooling and technology in the workplace
- U.S. Department of Education (OERI)

Study of Effective Vocational Education — Identify and disseminate information on emerging concerns and effective practices
- U.S. Department of Education (OERI)

National Training Support Center — Provide training and support services for OICC network
- Oregon Occupational Information Coordinating Committee

Workplace Literacy Project — Evaluate the apprenticeship project
- Idaho Division of Vocational Education

Materials Science Technology — Assist in project evaluation and dissemination
- Richland School District (WA)

Hospitality Industry Project — Assist in project management, curriculum development, evaluation, and dissemination
- Mt. Hood Community College (OR)

Magnet School Program — Provide training at Chief Sealth High School
- Seattle School District (WA)

Career and Technical Education — Update long-range plan
- Portland School District (OR)

Precision Manufacturing Technology Project — Evaluate the project
- Clackamas Community College (OR)

Principals of Career Success — Develop ninth-grade career education class
- Portland School District (OR)

BRIDGE Curriculum Project — Provide professional development for staff of Grant and Roosevelt High Schools
- Portland School District (OR)

BRIDGE Curriculum Project — Assist in development of 10th-grade curriculum
- Private Industry Council, Portland (OR)

BRIDGE Curriculum Project — Conduct workshop for ninth-grade teachers
- Edmonds School District (WA)

Summer Training and Education Project (STEP) — Assist in conducting leadership conference for replication sites
- Public/Private Ventures (PA)

Summer Training and Education Project (STEP) — Provide technical assistance to program in Portland School District
- Private Industry Council, Portland (OR)

Four Plus More Project — Evaluate the project
- Edmonds School District (WA)

Leadership and Dropout Prevention Project — Evaluate the project
- Southeast Youth Service Center, Portland (OR)

Vocational-Technical Education — Support committees preparing alternatives for the future
- Salem-Keizer School District (OR)

Regional Forum — Plan forum with National Commission on Youth and Employment
- Academy for Educational Development (DC)

Applied Biology/Chemistry Curriculum — Analyze and report pilot test data
- Center for Occupational Research and Development (TX)

Applied Math/Communications Curriculum — Evaluate the summer program at Hillsboro High School (OR)
- Portland Community College (OR)

Academic-Vocational Linkages — Conduct five workshops
- Oregon Department of Education

Principles of Technology — Conduct feasibility survey
- Jackson Education Service District (OR)

Athletic Program — Assess program and recommend future directions
- Boise School District (ID)

Urban Corps Expansion — Develop life skills curriculum
- Public/Private Ventures (PA)

Alternative Education Program — Provide technical assistance
- Tillamook School District (OR)

Youth School-to-Work Transition — Develop background paper for long-range planning
- California Department of Education

Teen Parent Program — Prepare evaluation plan
- Portland School District (OR)

Vocational Skills Center — Pilot test survey instruments
- Kennewick School District (WA)

Principles of Career Success — Make keynote address
- Portland School District (OR)

Course Goals — Review goals in vocational education
- Multnomah Education Service District (OR)

Vocational Education — Provide staff development
- Portland School District (OR)

At-Risk Youth — Conduct continuing education class
- Lewis & Clark College (OR)

At-Risk Youth — Conduct workshop on transition from 8th to 9th grade
- Yamhill County Mental Health Department (OR)

Student Survey — Analyze and report findings
- Clark County Vocational Skills Center (WA)

Vocational/Higher Education Scholarship Service — Review policies and procedures
- Confederated Tribes of Warm Springs (OR)

Liberal-Technical Continuum Project — Evaluate the project
- Chemeketa Community College (OR)

Workforce 2000 Project — Assist in project planning
- Mt. Hood Community College (OR)

EVALUATION AND ASSESSMENT

Center for Classroom Assessment

Classroom Assessment — Develop and conduct training on student assessment
- U.S. Department of Education (OERI)

Writing Assessment — Conduct statewide assessment
- Oregon Department of Education

Teachers' Classroom Assessment Skills — Develop an assessment of elementary teachers' ability to assess student achievement
- California Department of Education

Training of Trainers — Conduct classroom assessment institute
- Southwest Educational Development Laboratory (TX)

Common Core of Learning Project — Participate in planning and advisory committee meetings
- Connecticut Department of Education

Analytical Writing — Train teachers as raters for assessment
- Multnomah Education Service District (OR)
- Gresham School District (OR)
- Lake Oswego School District (OR)
- Beaverton School District (OR)
- Hillsboro Union High School District (OR)
- Grants Pass School District (OR)
- Corvallis School District (OR)

Writing Assessment — Conduct training workshops
- Chehalis School District (WA)
- Kent School District (WA)

Writing Assessment — Make conference presentation
- University of Virginia

Outcome of Teaching — Conduct summer course
- Lewis & Clark College (OR)

Assessment Conference — Make presentation at Pennsylvania State Department of Education conference
- Pennsylvania Association of School Administrators

School Testing Conference — Make presentations
- Michigan Department of Education

Classroom Assessment — Conduct workshops
- South Kitsap School District (WA)
- Meridian Joint School District (ID)
- Flathead County Superintendent of Schools (MT)
- Washtenau Intermediate School District (MI)
- Beaverton School District (OR)
- Multnomah Education Service District (OR)

Higher Order Thinking Skills — Conduct workshop on assessment of skills
- Canby School District (OR)

Grading Practices — Conduct workshop on sound practices
- Lakeland School District (ID)

Rural Technical Assistance Centers

Western Region R-TAC — Provide assistance to rural schools in seven states
- U.S. Department of Education

Alaska Region R-TAC — Provide assistance to rural schools in Alaska
- U.S. Department of Education

Evaluation and Assessment Services

Test Center — Provide information and technical assistance on assessment and training
- U.S. Department of Education (OERI)

Databases for States and Schools — Assist in the development and use of databases for policy making
- U.S. Department of Education (OERI)

Reading/Language Arts Teaching Competence — Develop a performance assessment for teachers' competence in reading and language arts
- California Department of Education

Alcohol and Drug Abuse — Conduct statewide needs assessment
- Idaho Department of Health and Welfare

Alcohol and Drug Abuse — Conduct statewide study of student use
- Washington Office of Superintendent of Public Instruction

School Improvement and Professional Development Project — Continue to evaluate the project
- Oregon Department of Education

Special Education Program — Evaluate the program
- Hawaii Department of Education

Comprehensive Student Assistance (CSA) Program — Evaluate the CSA program
- Seattle School District

Chapter 1 Program — Conduct needs analysis and evaluation
- Seattle School District

Single Parent/Displaced Homemaker Projects — Evaluate the projects in Oregon
- Oregon Department of Education

Drug and Alcohol Use — Develop updated student survey
- Hawaii Department of Education

GEMS Project — Evaluate the satellite delivery project
- Educational Service District 101, Spokane (WA)

School System Evaluation — Analyze test scores
- Federated States of Micronesia

Language Arts Assessment Project — Develop materials to assess students' speaking and listening skills in the Utah core curriculum
- Utah State Office of Education

Limited English Proficiency Program — Evaluate the Honolulu District program
- Hawaii Department of Education

Chapter 1 Projects — Conduct study of parent involvement; provide curriculum improvement training for Maui District staff
- Hawaii Department of Education

Peer Group and Computer Instruction Project — Evaluate the Honolulu District Project
- Hawaii Department of Education

Assessment Measures — Conduct workshop
- University of Hawaii

"Super Four" — Evaluate the nutrition education program
- Oregon Dairy Council

Mentorship Projects — Evaluate activities for children with mild learning handicaps
- Office of Washington State Superintendent of Public Instruction

Mentorship Projects — Evaluate the project; assist with training
- Association of Washington School Principals

Core Competencies — Assist in developing report
- Washington Office of Superintendent of Public Instruction

Program Evaluation — Conduct training for Honolulu District staff
- University of Hawaii

Health Care Access — Analyze survey results
- Southwest Washington Health District, Vancouver (WA)

Math and Science — Survey staff development needs of teachers
- Jackson County Education Service District (OR)

Gifted and Talented Program — Evaluate the program
- Hawaii Department of Education

Indian Education — Evaluate the program
- Tacoma School District (WA)
- Nisqually Indian Tribe (WA)
- Jefferson County School District (OR)

Child Development Specialist Program — Revise final evaluation report
- Salem-Keizer School District (OR)

Leadership Team Training — Conduct training at Lincoln Junior High School
- South Lane School District (OR)

Child Development Specialist Program — Evaluate the program
- Hillsboro School District (OR)

Districtwide Planning — Provide planning and analysis assistance
- Pocatello School District (ID)

Graduate/Early Leaver Study — Analyze study data
- Lower Yukon School District (AK)

Partnership for Serving Displaced Homemakers — Evaluate the Private Industry Council projects
- Chemeketa Community College (OR)
- Southwest Oregon Community College

Student Testing — Provide training in administration of Woodcock-Johnson test
- Columbia School District (OR)

AIDS Education Project — Prepare report summarizing survey data
- Idaho Department of Education

Playground Injuries — Analyze and present study data
- Thomas Institute, Inc., Beaverton (OR)

Project Management — Develop an evaluation system
- Portland State University (OR)

Extended School Year Project — Evaluate the project
- Tucker-Maxon Oral School, Portland (OR)

Drug Use Survey — Present data and procedures
- Snohomish County Human Services Department (WA)

INSTITUTIONAL DEVELOPMENT AND COMMUNICATIONS

Dissemination of Information and Documents — Provide information and materials resulting from R&D
- U.S. Department of Education (OERI)

LITERACY, LANGUAGE, AND COMMUNICATION

Communication Skills for Information Age — Provide information and technical assistance on curriculum implementation
- U.S. Department of Education (OERI)

Parent Training as an Effective Schooling Practice — Develop and disseminate culturally appropriate parent training
- U.S. Department of Education (OERI)

Information Technologies — Conduct research on group communications
- US WEST Advanced Technologies

Cooperative Demonstration Project — Provide curriculum design assistance and evaluation
- North Clackamas School District (OR)

Computer-Based Instruction Project — Assist in demonstration project at Lebanon, Forest Grove, and Cottage Grove High Schools
- Oregon Department of Education

Workplace Literacy Project — Direct Portland area consortium project
- Portland Community College (OR)

English As A Second Language — Conduct ESL instructional design workshop
- South Seattle Community College

PLANNING AND SERVICE COORDINATION

Rural Education

R&D Access for Rural Schools — Assist rural schools in implementation of R&D based solutions
- U.S. Department of Education (OERI)

Rural Education Initiative — Provide assistance to small, rural schools in the region
- U.S. Department of Education (OERI)

Health Education Project — Demonstrate model programs in six rural schools
- U.S. Department of Education

Science and Math Academies for **Rural Teachers** — Improve instruction in rural schools through preservice, induction, and inservice
- U.S. Department of Education

Indian Education Program — Evaluate the program
- Elk Grove School District (CA)

Indian Education Program — Evaluate vocational education program
- Nisqually Indian Tribe (WA)

Education Professions

Collegial Support for Staff Development — Develop, test, and disseminate comprehensive staff development model
- U.S. Department of Education (OERI)

Teacher Evaluation — Conduct research, develop materials, and conduct training on teacher evaluation
- U.S. Department of Education (OERI)

Teacher Evaluation — Provide evaluation services
- Issaquah School District (WA)
- Lebanon School District (OR)
- Lewiston School District (ID)
- Teacher Inservice Programs and Services, Eugene (OR)
- Ephrata School District (WA)
- Battle Ground School District (WA)
- Moscow School District (ID)

Teacher Evaluation — Provide training and technical assistance for system development
- Guam Department of Education

International Education — Provide two eight-week training programs for 20 English-As-A-Second-Language teachers from Costa Rica
- Partners for International Education and Training (DC)

Administration and Management — Provide eight weeks of training for six Pakistani educators
- Pakistan Participant Training Project, Washington, DC

Outcomes Based Education — Conduct training for Yemen educators
- Education Development Center (MA)

International Education — Conduct training in use of computers for Jordan educator
- Partners for International Education and Training (DC)

Curriculum and Instruction — Facilitate staff meeting
- Educational Service District 101, Spokane (WA)

Teen Parent Program — Make presentation on preparing individual student plans
- Portland School District (OR)

Mentor Teachers — Conduct workshop in team building and communication
- Educational Service District 123, Pasco (WA)

Peer Coaching — Conduct workshops for Willamette Middle School staff
- West Linn School District (OR)

Staff Development — Facilitate staff retreat
- Oregon Episcopal School, Portland (OR)

Staff Development — Conduct team building retreat
- Private Industry Council, Portland (OR)
- Washougal School District (WA)

Policy Studies

State Strategies for School Improvement — Analyze and provide policy information on school improvement strategies
- U.S. Department of Education (OERI)

Planning Coordination

Institutional Evaluation and Needs Assessment — Identify educational needs in region and assess institutional impacts
- U.S. Department of Education (OERI)

Policy Boards/Advisory Committees — Conduct meetings of Pacific and Indian Policy Boards, Chief State

School Officers, Urban Superintendents, and six programmatic advisory committees
- U.S. Department of Education (OERI)

Service Coordination

Needs Identification — Assist education agencies in analysis of needs
- U.S. Department of Education (OERI)

School Improvement Organizations (SIOs) — Promote planning and networking, and conduct policy analyses with SIOs
- U.S. Department of Education (OERI)

Collaboration with Other Laboratories — Carry out joint efforts in planning, telecommunications, product dissemination, and substantive areas
- U.S. Department of Education (OERI)

Administrative Organization — Assess progress
- Tacoma School District (WA)

Early Childhood Education and Assistance Program (ECEAP) — Produce handbooks documenting work of pilot area agencies
- Washington Department of Community Development

Commercialism in Schools — Conduct policy options study
- Washington Office of Superintendent of Public Instruction

Displaced Workers — Facilitate interagency meeting on assistance to timber industry workers
- Oregon Economic Development Department

Early Childhood Education and Assistance Program (ECEAP) — Conduct longitudinal study
- Washington Department of Community Development

School Finance — Conduct analysis of equitability of school finance
- Idaho Department of Education

Institutional Self-Evaluation — Assist in implementation
- Educational Service District 121, Seattle (WA)

Professional Development — Plan and conduct program for teachers and administrators
- Washougal School District (WA)

Professional Development — Conduct session for Department of Education staff
- Idaho Department of Education

School Improvement — Conduct two-day sessions for 17 elementary school leadership teams
- North Clackamas School District (OR)

LEAD Centers — Assist administrator development centers in region
- Institute for Educational Leadership (DC)

Information Power — Make presentation to school librarians
- Vancouver School District (WA)

Team Building — Conduct workshop for Prescott School staff
- Parkrose School District (OR)

School Improvement — Plan and facilitate retreat for high school staff
- Roseburg School District (OR)

Instructional Improvement — Conduct workshop
- Oregon Department of Education

Optional Grade Configurations — Conduct a study
- Central Point School District (OR)

Staff Development — Conduct leadership team training for strategic improvement effort
- Jackson Education Service District (OR)

R&D FOR INDIAN EDUCATION

School Improvement for Indian Education — Assist schools in implementing effective practices in Indian education
- U.S. Department of Education (OERI)

Indian Education Administration Handbook — Increase effective use of successful practices in Indian education administration
- U.S. Department of Education (OERI)

Drug Abuse Prevention Project — Evaluate the project for high-risk Indian youth
- Project Native, Inc., Spokane (WA)

Effective Practices in Indian Education — Provide staff development
- Browning School District (MT)
- Granger School District (WA)
- Alaska Gateway School District (AK)
- Coeur d'Alene Tribal School (ID)
- Sho-Ban Tribal School (ID)
- Inchelium School District (WA)

Planning and Development — Provide technical assistance
- Klamath Tribal Office (OR)

SCHOOL IMPROVEMENT

School Improvement Networking — Disseminate and facilitate exchange of information on school improvement
- U.S. Department of Education (OERI)

Leadership Training for Superintendents and Boards — Develop training programs for research-based school improvement efforts
- U.S. Department of Education (OERI)

Leadership for Excellence Principal Training — Develop training for instructional leadership
- U.S. Department of Education (OERI)

Curriculum Services — Develop and provide curriculum assistance
- U.S. Department of Education (OERI)

School Improvement Research Synthesis — Disseminate information about results of educational research and its exemplary uses
- U.S. Department of Education (OERI)

Professional Development Centers — Operate the Center serving northwest Oregon
- Oregon Department of Education

District-Level Strategic Improvement — Conduct pilot trial of the process
- Cle Elum-Roslyn School District (WA)
- Douglas County School District (OR)
- Butte School District (MT)
- Stevenson-Carson School District (WA)
- La Grande School District (OR)
- Ontario School District (OR)
- North Slope Borough School District (AK)

Onward to Excellence — Provide leadership team training and assistance
- North Douglas School District (OR)
- Southern Oregon State College

- Reynolds School District (OR)
- Gresham School District (OR)
- Welches School District (OR)
- Clarkes School District (OR)
- Corbett School District (OR)
- Schuebel School District (OR)
- Tillamook School District (OR)
- Chenowith School District (OR)
- Pueblo School District (CO)
- Nestucca High School District (OR)
- Eastern Oregon State College
- Marion Education Service District (OR)
- Douglas County School District (OR)
- Lincoln County School District (OR)
- Hood River School District (OR)
- Mukilteo School District (WA)
- Umatilla Education Service District (OR)
- Great Falls School District (MT)
- Adams-Weld County School District (CO)
- Calhoun County School District (MS)

Onward to Excellence — Conduct overview workshops
- Escambia County School District (FL)

Onward to Excellence — Provide leadership team training for League of Schools
- Idaho State University

Creating the Future — Provide training in strategic improvement process
- Corbett School District (OR)

Research-Based School Improvement — Conduct training for staff
- Weyerhaeuser Company Foundation (WA)

Research-Based School Improvement — Conduct workshops
- Kamloops School District (Canada)
- Gladstone School District (OR)
- Rochester School District (WA)
- Weld County School District (CO)
- Escambia County School District (FL)
- Salem-Keizer School District (OR)

Middle Schools — Conduct followup for improvement
- Hillsboro Union High School District (OR)

Curriculum Development — Provide planning assistance
- Weld County School District (CO)
- Crook County School District (OR)

District Planning — Facilitate long-rage planning for board and administrators
- Astoria School District (OR)

School Improvement — Consult with district staff
- Hillsboro Union High School District (OR)

School Improvement — Conduct training to establish positive conditions
- Sunnyside School District (OR)

School Improvement — Provide training for school teams in prescription development
- Sheboygan School District (WI)

Outcomes-Based Schools — Participate in national conference
- Weld County School District (CO)

School Restructuring — Conduct institute
- San Diego State University

TECHNOLOGY

Technology Information and Demonstration Center — Provide information, training, and technical assistance on applications of technology
- U.S. Department of Education (OERI)

Data for Decision Making — Determine decision making data requirements
- U.S. Department of Education (OERI)

Star Schools — Conduct training and implementation of math and science materials in region
- Technical Education Research Center (MA)

LabNet — Conduct summer training for science teachers
- Technical Education Research Centers (MA)

HyperCard Project — Design and develop computer software applications for classroom management and instruction
- Apple Computer, Inc. (CA)

Dislocated Worker — Assist in adult learning computer programs
- Washington State Employment Security Department

Instructional Software — Provide evaluation and database services
- LIST Services, Inc., Omaha (NE)

Software Development — Develop statistical program
- Washington Office of Superintendent of Public Instruction

Computer Plan — Assist in development of district plan
- Highline School District (WA)

Resources in Computer Education (RICE) — Pilot test the microcomputer version of the RICE database
- Multnomah Education Service District, Portland (OR)
- Lake Oswego School District (OR)
- Hawaii Department of Education
- Washington Office of Superintendent of Public Instruction

Long-Range Plan — Assist in district planning
- Highline School District (WA)

Physical Science — Evaluate software program
- Learning Quest, Inc., Corvallis (OR)

Instructional Computing — Prepare analysis and recommendations
- Prosser School District (WA)

Staff Development — Conduct two teacher inservice sessions
- Morrow County School District (OR)

WESTERN CENTER FOR DRUG-FREE SCHOOLS AND COMMUNITIES

Western Center — Provide training and technical assistance to eight states and Pacific jurisdictions
- U.S. Department of Education

Preschool Youth Prevention Project — Provide development and evaluation services
- AMA Head Start Program (OR)

Drug and Alcohol Abuse Prevention — Conduct training for planning teams
- Idaho Department of Health and Welfare

Drug and Alcohol Use Survey — Analyze results of 1989 Hawaii survey
- Kamehameha Schools (HI)

Family Adjustment Project — Consult on research design and statistical analysis
- Oregon Health Sciences University

Evaluation Project — Provide statistical consulting
- Portland General Electric Co. (OR)

FY 90 Resources

Laboratory resources for 1990 totaled $10,403,952.

The U.S. Office of Educational Research and Improvement (OERI) contract to provide Regional Educational Laboratory services to the Northwest and Pacific regions accounted for 36.4 percent of total NWREL revenues. Contracts and grants from other units of the U.S. Department of Education provided an additional 36.7 percent. Other sources of NWREL revenues for the year were state and territory agencies (9.4 percent), local and intermediate education agencies (4.3 percent), colleges and universities (.7 percent), businesses and other organizations (6.5 percent). Workshop and conference registration fees accounted for 6 percent of Laboratory revenues.

INCOME BY SOURCE:

U.S. Department of Education		
Office of Educational Research and Improvement	$ 3,781,944	36.4 %
Other ED Programs	3,817,979	36.7
State and Territory Agencies	972,972	9.4
Local and Intermediate Education Agencies	449,739	4.3
Colleges and Universities	73,174	.7
Business and Other Organizations	678,522	6.5
Workshops and Conferences	629,622	6.0
	$ 10,403,952	100.0 %

INCOME BY PROGRAMS:

Center for the Advancement of Pacific Education	1,128,848	10.9
Center for National Origin, Race, and Sex Equity	856,249	8.2
Education and Work	741,209	7.1
Evaluation and Assessment	1,533,440	14.7
Institutional Development and Communications	365,479	3.5
Literacy, Language, and Communication	399,691	2.9
Planning and Service Coordination	1,713,118	16.5
R&D for Indian Education	272,519	2.6
School Improvement	593,747	5.7
Technology	350,630	3.4
Western Center for Drug-Free Schools and Communities	2,538,961	24.4
Other Activities	9,061	.1
	$ 10,403,952	100.0 %

Contracting Agencies

During the year $7,911,603 in new contracts and grants were awarded to the Laboratory by 144 different federal, state, and local agencies to conduct research, development, evaluation, dissemination, training, and technical assistance activities. These agencies are located in 18 states, 3 Pacific jurisdictions, the District of Columbia, and Canada.

FEDERAL AGENCIES

Department of Education
- Drug-Free Schools and Communities Act Program
- Fund for Improvement and Reform of Schools and Teaching
- Office of Educational Research and Improvement
- Office of Planning, Budget, and Evaluation

Peace Corps

STATE AGENCIES

California Department of Education
Federated States of Micronesia
Guam Department of Education
Hawaii Department of Education
Hawaii Department of Labor and Industrial Relations
Idaho Department of Health and Welfare
Michigan Department of Education
Northern Mariana Islands
Oregon Department of Education
Oregon Economic Development Department
Oregon Occupational Information Coordinating Committee
Utah Office of Education
Washington Department of Community Development
Washington Office of State Superintendent of Public Instruction
Washington State Security Department

LOCAL AND INTERMEDIATE EDUCATION AGENCIES

Alaska
Alaska Gateway School District
Lower Yukon School District
North Slope Borough School District

California
Elk Grove School District

Colorado
Weld County School District

Florida
Escambia County School District

Hawaii
Kamehameha Schools

Idaho
Boise School District
Coeur d'Alene School District
Lakeland School District
Lewiston School District
Meridian Joint School District
Sho-Ban Triban School

Michigan
Washtenau Intermediate School District

Mississippi
Calhoun County School District

Montana
Butte School District
Flathead County Superintendent of School

Oregon
Astoria School District
Beaverton School District
Canby High School District
Central Point School District
Clarks School District
Corbett School District
Corvallis School District
Douglas County School District

BEST COPY AVAILABLE

Gladstone School District
Grants Pass School District
Gresham School District
Hillsboro School District
Jackson County Education Service District
Jefferson County School District
La Grande School District
Lake Oswego School District
Lebanon School District
Morrow County School District
Multnomah Education Service District
Ontario School District
Oregon Episcopal School, Portland
Parkrose School District
Portland School District
Reynolds School District
Roseburg School District
Salem-Keizer School District
Schuebel School District
South Lane School District
Sunnyside School District
St. Mary's Academy
Tillamook School District
Tucker-Maxon Oral School, Portland
Welches School District
West Linn School District

Washington

Battle Ground School District
Chehalis School District
Cle Elum-Roslyn School District
Edmonds School District
Educational Service District 101, Spokane
Educational Service District 123, Pasco
Ephrata School District
Granger School District
Highline School District
Inchelium School District
Issaquah School District
Kent School District
Knosser School District
Rochester School District
Seattle School District
South Kitsap School District
Stevenson-Carson School District
Tacoma School District
Vancouver School District
Washougal School District

Wisconsin

Sheboygan School District

Canada

Kamloops School District

INSTITUTIONS OF HIGHER EDUCATION

California

San Diego State University

Hawaii

University of Hawaii

Oregon

Chemeketa Community College
Clackamas Community College
Lewis & Clark College
Mt. Hood Community College
Oregon Health Sciences University
Portland Community College
Portland State University
Southwest Oregon Community College

Virginia

University of Virginia

Washington

South Seattle Community College

OTHER AGENCIES AND INSTITUTIONS

Colorado

US WEST Advanced Technologies

District of Columbia

Academy for Educational Development
Pakistan Participant Training Program
Partners in International Education

Hawaii

Alu Like, Inc.
Bishop Museum

Massachusetts

Education Development Center
Technical Education Research Center

Nebraska

List Services, Inc., Omaha

Oregon

AMA Head Start Program
Confederated Tribes of Warm Springs
Learning Quest, Inc., Corvallis
Oregon Dairy Council
Portland General Electric
Private Industry Council, Portland
Teacher Inservice Program, Eugene
Thomas Institute, Inc., Beaverton

Pennsylvania

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Public/Private Ventures

Texas

Center for Occupational Research and Development
Southwest Educational Development Laboratory

Washington

Association of Washington School Principals
Clark County Community Services Department
Nisqually Indian Tribe
Project Native, Inc.
Snohomish County Human Services Department
Southwest Washington Health District, Vancouver
Weyerhaeuser Company Foundation

Report of Independent Public Accountants

To the Board of Directors of
Northwest Regional Educational Laboratory:

We have audited the accompanying balance sheets of Northwest Regional Educational Laboratory (an Oregon nonprofit corporation) as of August 31, 1990 and 1989, and the related statements of revenue and expense and cash flows for the years then ended. These financial statements are the responsibility of the Laboratory's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Northwest Regional Educational Laboratory as of August 31, 1990 and 1989, and the results of its operations and cash flows for the years then ended, in conformity with generally accepted accounting principles.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary schedules of direct expense (Exhibit 1) are presented for purposes of additional analysis and are not a required part of the basic financial statements. This information has been subjected to the procedures applied in our audits of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Arthur Andersen & Co.

Portland, Oregon
October 19, 1990

Northwest Regional Educational Laboratory

◆ **BALANCE SHEETS—August 31, 1990 and 1989**

	1990	*1989*
ASSETS		
Current Assets:		
Cash and cash equivalents (Note 1)	$ 739,674	$ 690,384
Contracts receivable	228,312	181,568
Unbilled expenditures on contracts (Note 1)	742,848	262,258
Other receivables	72,041	29,438
Inventory of published materials	21,467	9,254
Prepaid expenses	73,416	51,181
Total current assets	1,877,758	1,224,083
Building Fund Investments, at cost (Note 4)	1,502,009	1,345,087
Equipment And Leasehold Improvements, at cost (Note 1)	1,078,596	985,648
Less—Accumulated depreciation and amortization	(830,706)	(725,663)
Total fixed assets	247,890	259,985
Total assets	$3,627,657	$2,829,155
LIABILITIES AND LABORATORY EQUITY		
Current Liabilities:		
Advance funding on contracts (Note 1)	$ 482,162	$ 235,340
Accounts payable	494,229	273,411
Accrued vacation	263,070	253,310
Other accrued liabilities	29,203	28,155
Total current liabilities	1,268,664	790,216
Deferred Leasehold Obligation (Note 6)	219,974	182,536
Laboratory Equity (accumulated excess of revenue over expense):		
Beginning balance	1,856,403	1,667,603
Excess of revenue over expense	282,616	188,800
Ending balance	2,139,019	1,856,403
Total liabilities and laboratory equity	$3,627,657	$2,829,155

The accompanying notes are an integral part of these balance sheets.

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Northwest Regional Educational Laboratory

◆ **STATEMENTS OF REVENUE AND EXPENSE—For the years ended August 31, 1990 and 1989**

	1990	*1989*
Revenue:		
Contracts (Note 1)—		
Federal	$ 7,628,164	$ 6,661,920
Nonfederal	2,347,659	1,799,824
Miscellaneous (including interest income)	428,129	362,357
Total revenue	10,403,952	8,824,101
Expense:		
Direct (Exhibit 1)	8,564,578	7,142,509
Net operating income	1,839,374	1,681,592
Indirect—		
Personnel compensation	774,881	749,381
Personnel benefits	213,926	216,686
Travel and transportation	134,819	134,337
Postage and shipping	18,931	8,108
Occupancy	108,437	78,005
Printing and reproduction	33,041	79,005
Other services	232,410	217,736
Supplies	40,313	9,534
Total indirect expense	1,556,758	1,492,792
Excess Of Revenue Over Expense	$ 282,616	$ 188,800

◆ **STATEMENTS OF CASH FLOWS—For the years ended August 31, 1990 and 1989**

	1990	*1989*
Cash Flows From Operating Activities:		
Excess of revenues over expenses	$ 282,616	$ 188,800
Adjustments to reconcile excess of revenues over expenses to cash provided by operating activities—		
Depreciation	132,894	135,720
Gain on sale of equipment	(1,382)	(7,559)
Changes in assets and liabilities:		
Decrease (increase) in—		
Contracts receivable	(46,744)	14,163
Unbilled expenditures on contracts	(480,590)	111,306
Other receivables	(42,603)	(3,447)
Inventory of published materials	(12,213)	11,848
Prepaid expenses	(22,235)	(15,096)
Increase (decrease) in—		
Advanced funding on contracts	246,821	(122,164)
Accounts payable	220,818	82,194
Accrued vacation	9,760	(19,646)
Other accrued liabilities	1,048	2,348
Deferred leasehold obligation	37,438	12,091
Net cash provided by operating activities	325,628	390,558
Cash Flows From Investing Activities:		
Capital expenditures	(121,780)	(94,659)
Increase in building fund investments	(156,921)	(380,250)
Proceeds from sale of assets	2,363	25,825
Net cash used by investing activities	(276,338)	(449,084)
Increase (decrease) In Cash And Cash Equivalents	49,290	(58,526)
Cash And Cash Equivalents, beginning of year	690,384	748,910
Cash And Cash Equivalents, end of year	$ 739,674	$ 690,384

The accompanying notes are an integral part of these statements.

Northwest Regional Educational Laboratory

◆ NOTES TO FINANCIAL STATEMENTS—August 31, 1990 and 1989

Note 1. Accounting Policies

Northwest Regional Educational Laboratory (the Laboratory) contracts with various organizations to perform services. These contracts provide for revenue on the basis of cost reimbursement, cost reimbursement plus a fixed fee or fixed price. Revenue is recorded on the percentage-of-completion method for all contracts.

The percentage-of-completion, determined by dividing incurred costs to date by current estimated total costs, is applied to the total estimated contract price. Losses on contracts are recognized in the period they become known.

Indirect Expense

Indirect expense is applied to contracts at agreed upon rates, as a percentage of direct expense incurred. To the extent that actual indirect cost exceeds indirect expense applied, unabsorbed indirect cost results; or, when indirect expense applied exceeds actual indirect cost, overabsorbed indirect cost results. This unabsorbed/overabsorbed indirect cost is recovered from or returned to the contracting organizations where provided for in cost reimbursement contracts via a subsequent payment or refund. This treatment is in accordance with the Indirect Cost Agreement with the Department of Education.

Indirect expense applied resulted in accumulated unabsorbed (overabsorbed) indirect costs of $(127,631) and $36,812 in 1990 and 1989, respectively. These amounts are included in the balance sheet as advanced funding and unbilled expenditures. Any unabsorbed/overabsorbed indirect cost results in a subsequent cash refund or payment and consequently is reflected as an adjustment to revenue on the statement of revenue and expense.

Depreciation

Depreciation is computed on Laboratory-owned equipment using the straight-line method at rates ranging from 10 percent to 33 percent based on the estimated useful lives of the equipment.

Cash and Cash Equivalents

Cash and cash equivalents consist of cash and investments with a maturity of less than 90 days at the time the investment was made.

Note 2. Income Taxes

The Laboratory is organized as a nonprofit corporation and is exempt from federal and state income taxes.

Note 3. Lease Commitments

The Laboratory leases its office space under operating leases which require payments through 1997. The leases contain escalation clauses to cover increases in certain operating expenses. Payments required under the operating leases before operating expense escalation are as follows:

1991	$ 267,185
1992	282,646
1993	306,839
1994	293,395
1995	293,395
Thereafter	464,542
	$ 1,908,002

Rent expense for the years ended August 31, 1990 and 1989 was $451,358 and $365,181, respectively.

(continued on page 40)

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Note 4.
Building Fund

The Board of Directors has established a building fund to accumulate re ources for the acquisition of an equity position in an office building. Such funds and earnings thereon are designated for that purpose. Resource allocations of $50,000 and $300,000 were made in 1990 and 1989, respectively. The market value of building fund investments at August 31, 1990 and 1989 was $1,458,860 and $1,321,057, respectively. Building fund investments are carried at cost as it is management's intention to hold such investments to maturity.

Note 5.
Retirement Plan

The Laboratory has a defined contribution retirement plan for certain of its employees. The Laboratory's contribution was $501,805 for 1990 and $456,062 for 1989, which was 12.5 percent of the participating employees' salaries. Participating employees were required to contribute 2.5 percent of their salaries.

Note 6.
Deferred Leasehold Obligation

In 1987, the Laboratory entered into an agreement to lease space in an office building. During 1988, additional space was leased. Both leases contained initial rent incentives. Total lease expense is being recognized on a straight-line basis over the lives of the leases. The deferred lease obligation results from the cumulative difference between the amortization and actual rent payments to date.

Exhibit 1.

SCHEDULES OF DIRECT EXPENSE
For the years ended August 31, 1990 and 1989

	1990	*1989*
Personnel compensation	$ 3,713,513	$ 3,115,743
Personnel benefits	977,728	833,900
Travel and transportation	1,195,948	1,052,314
Postage and shipping	111,232	100,098
Occupancy	517,064	449,533
Printing and reproduction	356,230	273,340
Other services	613,639	387,357
Supplies	173,124	117,041
Subcontracts	906,100	813,183
Total direct expense	$ 8,564,578	$ 7,142,509

The accompanying notes are an integral part of these schedules.

Kay Noguchi
Information Center Specialist
Center for Advancement of Pacific Education
M.A., Library Science
University of Minnesota

Robert Nystrom
Training Associate
Western Center for Drug-Free Schools and Communities
M.A., Biology
University of Hartford

Nancey L. Olson
Senior Associate
School Improvement
M.Ed., Reading Education
Western Washington University

Thomas A. Olson
Assistant Director
Planning and Service Coordination
M.S., Education
Illinois State University

Tom Owens
Assistant Director
Education and Work
Ph.D., Research and Evaluation/Curriculum
Ohio State University

Lynde Paule
Research Associate
Evaluation and Assessment
Ph.D., Organizational Behavior/Educational Policy and Management
University of Oregon

James Pollard
Research Associate
Evaluation and Assessment
Ph.D., Curriculum Instruction
University of Nevada

Kathleen D. Prakken
Management Support Specialist
Executive Office
M.M., Financial/Management Analysis
Willamette University

Stephen Reder
Director, Literacy, Language, and Communication
Ph.D., Psychology
Rockefeller University

M. Maggie Rogers
Manager, Information Center
Planning and Service Coordination
M.S., Library Science
University of Oregon

Mary T. Rose
Senior Associate
Education Professions
Ed.D., Education Administration and Supervision
University of Oregon

Jerry Schwab
Associate
Literacy, Language, and Communication
M.S., Anthropology
University of Oregon

Joan Shaughnessy
Research Associate
Evaluation and Assessment
M.A., Educational Psychology
Wichita State University

Deborah Sipe
Specialist, International Education
Education Professions
M.A., International Studies and Public Administration
University of California, Berkeley

Andy Sommer
Project Manager
Rural Technical Assistance Center–Alaska
M.A., Education
Western Oregon State College

Vicki Spandel
Senior Associate
Evaluation and Assessment
M.A., English Literature and Composition
University of Minnesota

Rick Stiggins
Director, Center for Classroom Assessment
Ph.D., Educational Psychology
Michigan State University

Jack Stoops
Specialist
Rural Education
M.A., Curriculum and Instruction
University of Oregon

Helen Sjolander
Technical Specialist
Rural Education
M.A., Counseling Psychology
University of Oregon

Carlos Sundermann
Specialist
Rural Education
M.A., Curriculum Development Supervision
Central Michigan University

Laura Walkush
Specialist
Planning and Service Coordination
B.A., Sociology-Organizational Behavior
Stanford University

Michele Waltz
Associate
Western Center for Drug-Free Schools and Communities
M.A., Psychology
Antioch University

Dave Weaver
Senior Associate
Western Center for Drug-Free Schools and Communities
M.S.T., Mathematics Education
Portland State University

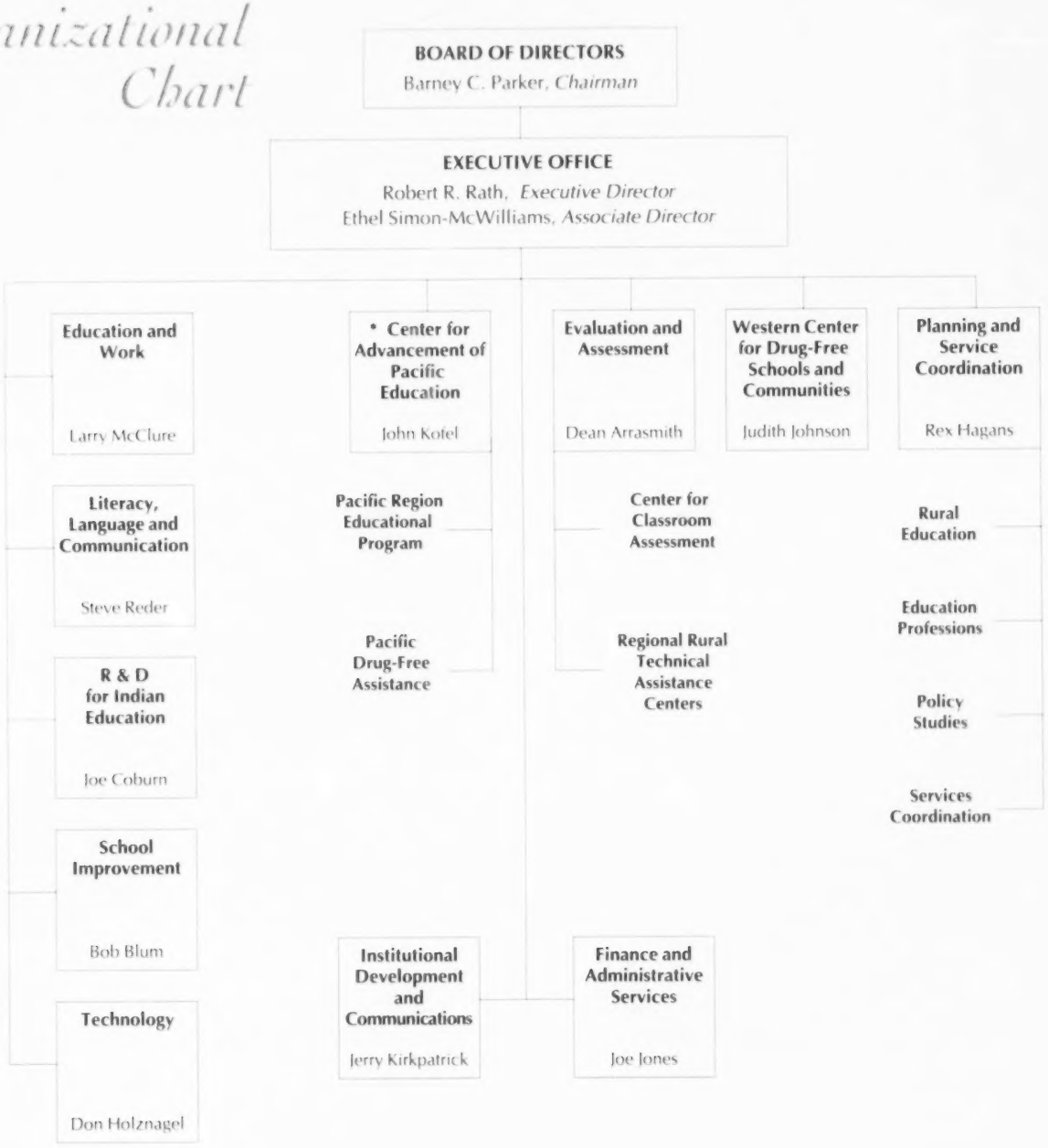
Karen Reed Wikelund
Research Associate
Literacy, Language, and Communication
M.A., Latin American Studies
University of California, Los Angeles

Marlyn Willardson
Senior Associate
Evaluation and Assessment
Ph.D., Education
University of Idaho

Kim Onn Yap
Director
Rural Technical Assistance Center
Ph.D., Educational Psychology
University of Hawaii

Flora Yen
Evaluation Trainer
Western Center for Drug-Free Schools and Communities
Ph.D., Educational Psychology/Counseling
University of California, Los Angeles

NWREL Organizational Chart



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* An independent Laboratory to serve the Pacific region, established December 1, 1990.

Professional Staff

The Laboratory staff of 146 includes 72 professional employees—26 with doctorates—with graduate majors in such diverse areas as accounting, anthropology, biology, business administration, computer science, counseling, curriculum and instruction, education of disadvantaged, educational policy studies, English, humanities, human services studies, industrial education, international studies, journalism, law, library science, linguistics, mathematics, psychology, reading, and special education.

NWREL staff hold doctorate degrees from Michigan State University, Montana State University, Ohio State University, Rockefeller University, Stanford University, Texas A&M University, Western Michigan University, and the Universities of California, Colorado, Hawaii, Idaho, Illinois, Iowa, Massachusetts, Michigan, Nebraska, Nevada, New Orleans, Oregon, South Carolina, and Virginia.

Executive Cabinet

Robert R. Rath
Executive Director
Ed.D., Administration
University of Oregon

Ethel Simon-McWilliams
Associate Director
Ed.D., Administration/Curriculum and Instruction
University of South Carolina

Dean Arrasmith
Director, Evaluation and Assessment
Ed.D., Psychometrics and Research Design
University of Massachusetts

Rex Hagans
Director, Planning and Service Coordination
Ph.D., Education/School Administration
University of Iowa

Judith A. Johnson
Director, Center for Drug-Free Schools and Communities
M.Ed., Education Psychology/Administration
University of Nebraska

Joe Jones, CPA
Director, Finance and Administrative Services
M.B.A., Business Administration
Stanford University

Jerry Kirkpatrick
Director, Institutional Development and Communications
J.D., Law
Lewis & Clark College

Al Aragon
Senior Associate
Center for National Origin, Race, and Sex Equity
M.Ed., Counseling Psychology
Oregon State University

Judith Arter
Senior Associate
Evaluation and Assessment
Ph.D., Special Education
University of Illinois

Andrea Baker
Associate, Youth Career Development and Learning
Education and Work
M.A.T., Education
Reed College

Anne E. Batey
Computer Specialist
School Improvement
M.S., Computer Science
University of Oregon

Barbara Berard
Materials Information Specialist
Center for National Origin, Race, and Sex Equity
B.A., Spanish
Portland State University

Robert E. Blum
Director, School Improvement
Ed.D., Industrial Education
Texas A&M University

James Brough
Senior Associate
Center for Advancement of Pacific Education
Ed.D., Evaluation Research
University of Virginia

Kathleen U. Busick
Program Development Specialist
Pacific Region Educational Program
Ph.D., Curriculum and Instruction
University of New Orleans

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Jocelyn A. Butler
Associate
School Improvement
B.A., English
Portland State University

Lee Sherman Caudell
Editor/Writer
Institutional Development
and Communications
M.S., Journalism
University of Oregon

Joe Coburn
Director, R&D for Indian Education
M.S., Education of Disadvantaged
Western Oregon State College

Nancy Faires Conklin
Senior Research Associate
Planning and Service Coordination
Ph.D., Linguistics
University of Michigan

Kathleen Cotton
Specialist
School Improvement
B.A., English
University of Oregon

Leslie Crohn
Specialist
Planning and Service Coordination
M.A., Curriculum and
Administration
University of Oregon

Michele Driscoll
Purchasing Agent
Finance and Administrative Services
A.A., Accounting
Portland Community College

Karen Fieland
Associate
Western Center for Drug-Free
Schools and Communities
M.S., Psychology
Indiana State University

Roy Gabriel
Associate Director
Western Center for Drug-Free
Schools and Communities
Ph.D., Educational Research
University of Colorado

Mark Harris
Urban Strategist
Western Center for Drug-Free
Schools and Communities
M.A., Psychology
Sonoma State University

Doug Hicks
Manager, Data Processing Center
Finance and Administrative Services
B.S., Mathematics
Ohio State University

Don Holznagel
Director, Technology
M.S., Education
Eastern Oregon State College

Sala Horowitz
Research Associate
Evaluation and Assessment
Ph.D., Educational Psychology
University of Oregon

Carole Hunt
Associate
Planning and Service Coordination
M.A., Humanities, ESL, English
Southern Oregon State College

Margaret (Page) Kalkowski
Evaluation Specialist
Evaluation and Assessment
M.A., Education
Stanford University

Frederick King
Evaluation Specialist
Evaluation and Assessment
M.S., Human Service Studies
Cornell University

Anthony Kneidek
Editor/Writer
Institutional Development
and Communications
B.S., Journalism
Bemidji State University

John Kofel
Director, Center for the
Advancement of Pacific Education
Ed.D., Educational Leadership
Western Michigan University

Wanda Latshaw, CPA
Accounting Supervisor
Finance and Administrative Services
B.A., English/German Literature
Lewis & Clark College

Harvey Lee
Associate
Western Center for Drug-Free
Schools and Communities
M.S., Counselor Education
California State University,
Los Angeles

Joyce Ley
Specialist
Rural Education
Ed.D., School Administration
Montana State University

A. Frances Lindner
Research and Development Specialist
Education and Work
M.A., Educational Policy Studies
University of Wisconsin, Madison

Xavier Louis
Associate
R&D for Indian Education
M.S., Education
Western Oregon State College

Rodrigo Mauricio
Associate
Western Center for Drug-Free
Schools and Communities
B.A., Bilingual Education
University of Hawaii

Susanne McArthur, CPA
Controller, Accounting Office
Finance and Administration
B.A., Accounting
Portland State University

Larry McClure
Director, Education and Work
Ph.D., Educational Administration
University of Oregon

Bruce A. Miller
Specialist
Rural Education
Ph.D., Curriculum and Instruction
University of Oregon

Wanda Moore
Associate
Center for Advancement of Pacific
Education
Ph.D., Education
University of Oregon

Steve Nelson
Director, Rural Education
Ph.D., Program Evaluation
Ohio State University

Phillip Nickel
Assessment Specialist
Evaluation and Assessment
M.A., Ecological Psychology
Michigan State University

Governance and Policy

The Laboratory is governed by a 37-member Board of Directors from the region including:

- Chief School Officers of the six states and four Pacific jurisdictions affiliated with the Laboratory

- Ten superintendents of local and intermediate education agencies elected to three-year terms by NWREL member institutions in their states

- Seventeen people appointed to three-year terms to represent constituent groups:
  Classroom teachers in each state
  Noneducators in each state
  Teacher preparation institutions
  Local school boards
  School principals
  Private and parochial schools.

One-hundred thirty-three people serve on policy boards and advisory groups.

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Hawaii Department of Education

Lealoti Uiagalelei
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Government of American Samoa

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Washington Office of State
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Director of Indian Education
(retired)
Great Falls School District (MT)

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Indian Education Specialist
Montana Office of Public Instruction

Bryan Samuels
Assistant Principal
Lapwai Junior/Senior High School (ID)

Norinne Smokey-Smith
Portland (OR)

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Coordinator, Adult and Indian Education
Idaho Department of Education

William Yellowtail, Jr.
Montana State Senator

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State of Idaho Vocational Education

Dennis Cole
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Patricia Green
Assistant Director
Vocational Education Department
Washington Office of State Board for Community College Education

Margaret Herman
US WEST Communications, Portland (OR)

Sybil Kyi
Executive Director
Commission on Employment and Human Resources
Honolulu (HI)

Evaluation and Assessment

Beverly Anderson
Education Commission of the States

Walter Hathaway
Portland School District (OR)

Robert Silverman
Division of Education Design and Delivery
Alaska Department of Education

Joan Herman
Graduate School
University of California at Los Angeles

Sally Keister
Idaho Department of Education

Jason Millman
Cornell University (NY)

Kellet Min
Planning and Evaluation Branch
Hawaii Department of Education

Wayne Neuburger
Director
Assessment and Evaluation
Oregon Department of Education

Henry Reed
Educational Service District 121, Seattle (WA)

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Ted Andrews
Director, Professional Education
Washington Office of the State Superintendent of Public Instruction

Robert D. Barr
Dean, School of Education
Oregon State University/Western Oregon State College

Patricia Bergin
Elementary Principal
Kamuela (HI)

Sidney R. Bergquist
Dean, School of Education
University of Alaska, Anchorage

Dealous Cox
Superintendent
West Linn School District (OR)

Michael Friend
Director of Certification
Idaho Department of Education

Gene Cangue Liddell
Supervisor, Equity Education
Washington Office of the State Superintendent of Public Instruction

Stephen McPhetres
Executive Director
Alaska Council of School Administrators

Jim Seibert
Executive Director
Washington Education Association

Ivan Small
Assistant Superintendent
Browning School District (MT)

Ron Toma
Director, Personnel Certification and Development Section
Hawaii Department of Education

Kelly Tonsmeier
Coordinator, Principals Leadership Academy
Alaska Department of Education

Rural Education

Clay Anderson
Small Schools Committee
Washington Association of School Administrators

James Brough
Kanehoe (HI)

Robert Dehning
Educational Service District 113
Olympia (WA)

Gail Foster-Perkins
Policy Specialist
Oregon School Boards Association

Gail Gray
Department of Curriculum Services
Montana Office of Public Instruction

Teri Lipinski
Director
National Rural Development Institute
Western Washington University

Edna MacLean
Coordinator, Native and Rural Education
Alaska Department of Education

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Joyce Reinke
Director, Personnel Development
Oregon Department of Education

Alan Smith
Director
Idaho School Boards Association

John Swiger
Washington Office of State
Superintendent of Public Instruction

School Improvement

Janet Adams
Teacher
Boise School District (ID)

Mona Bailey
Assistant Superintendent
Seattle School District (WA)

Sara Jane Bates
Principal
Junction City School District (OR)

Kenneth Bumgarner
Assistant Superintendent
Curriculum and Instruction
Bethel School District (WA)

Lee Clark
Principal
Browning School District (MT)

William Demmert, Jr.
Visiting Associate Professor
Stanford University

Judi Fenton
Principal
Missoula School District (MT)

Carolyn Leonard
Multiethnic Specialist
Portland School District (OR)

Henry Levin
Professor of Education
Stanford University (CA)

Elizabeth M. Hyde
Deputy Superintendent
Puget Sound Educational Service
District
Seattle (WA)

Margaret Oda
Superintendent
Honolulu District (HI)

Wayne Robbins
Deputy Director
Confederation of Oregon School
Administrators

Robert Sobotta
Superintendent
Lapwai School District (ID)

John Sosa
Deputy Superintendent
Hawaii School District

Deanna Woods
Teacher
Portland School District (OR)

Technology

Marilyn Eichinger
Executive Director
Oregon Museum of Science and
Industry

Ben Hambelton
Director, Simplot/Micron
Technology Center
Boise State University (ID)

Evelyn Horiuchi
Computer Education Specialist
Hawaii Department of Education

Toni Jones
Director, Division of Educational
Program Support
Alaska Department of Education

Cheryl Lemke
Supervisor, Educational Technology
Washington Office of the State
Superintendent of Public
Instruction

Ron Lukenbill
Telecommunications Specialist
Montana Office of Public Instruction

Rich Morgan
Executive Director
Washington Community College
Computing Consortium

Stephen Nielsen
Educational Relations Manager
Pacific Northwest Bell, Seattle (WA)

John D. Rivenburgh III
Senior Vice President
Electric Lightwire
Lake Oswego (OR)

James Sanner
Specialist, Instructional Technology
Oregon Department of Education

URBAN EDUCATION

Lillian Barna
Superintendent
Tacoma School District (WA)

William Coats
Superintendent
Anchorage School District (AK)

Roger Eble
Superintendent
Billings School District (MT)

Gerald Hester
Superintendent
Spokane School District (WA)

Homer Kearns
Superintendent
Salem School District (OR)

William Kendrick
Superintendent
Seattle School District (WA)

Barney Parker
Superintendent
Independent District of Boise City
(ID)

Matthew Prophet
Superintendent
Portland School District (OR)

Charles Toguchi
Superintendent
Hawaii Department of Education

WESTERN CENTER FOR DRUG-FREE SCHOOLS AND COMMUNITIES

Advisory Board

Herman Aizawa
Assistant Superintendent
Hawaii Department of Education

Carol Allred
President/Developer
Positive Action Publishing
Twin Falls (ID)

Josie Bain
Encino (CA)

Shirley E. Forbing
Co-Director, Project STOP
San Diego State University (CA)

Clifford Freeman
Executive Assistant
Oregon Department of General Services

Virla R. Krotz
Past President
National Association of State Board of Education
Orinda (CA)

Michael Lavin
Deputy Director
Montana Department of Justice

Thomas L. Moultrie
District Court Judge
Multnomah County (OR)

Ann Olson
Vice President for Region 7
National PTA
Olympia (WA)

Mujahid Ramadan
Nevada State Coordinator
Substance Abuse Programs

Ruth Rich
Specialist, Health Education
Los Angeles Unified School District (CA)

Barbara Rodgers
Television KPIX
San Francisco (CA)

Robert Ryan
Administrator, Critical Health Initiatives
California Department of Education

Kangichy Welle
Acting Director of Education
Eastern Caroline Islands

Alan G. Wheeler
Assistant Superintendent
Wyoming Department of Education

John Van de Kamp
Attorney General
State of California

Partners in Prevention

Lynda Asato
Educational Specialist
Health Education (HI)

Trish Ball
Drug-Free Schools Consultant
Idaho Department of Education

Kathlyn Bartosz
Intervention Specialist
Nevada Bureau of Alcohol and Drug Abuse

Gary J. Carrell
Administrator
Montana Law Enforcement Services Division

Mike Fitzgerald
Basic Education
Nevada Department of Education

Jerry Fuller
Associate Superintendent
Special Student Services
Oregon Department of Education

Kathy Jett
Crime Prevention Specialist
California Office of the Attorney General
Crime Prevention Center

Loren Jones
Director, Division of Alcohol and Drug Abuse
Alaska Department of Health and Social Services

Alan Kang
Administrative and Technical Services Officer
Hawaii Office of Children and Youth

Cathy Kendall
Program Manager
Montana Board of Crime Control

Deborah L. Koss-Warner
Substance Abuse Education Supervisor
Washington Office of the Superintendent of Public Instruction

Jeffrey Kushner
Assistant Director
Office of Alcohol and Drug Abuse Program
Oregon Department of Human Resources

Helen Mehrkens
Education Specialist
Education Program Support
Alaska Department of Education

Susan Roberts
Community Development Specialist
Washington Department of Community Development

Spencer Sartorius
Health and Physical Education Supervisor
Montana Office of Public Instruction

Linda Stowers
Elementary/Fine Arts Consultant
Wyoming Department of Education

Karen Stroud
Chief of the Prevention Section
California Department of Alcohol and Drug Programs

Kathy Yeates
High Risk Youth Unit
California Department of Education

BEST COPY AVAILABLE

Member Institutions

The states of Alaska, Hawaii, Idaho, Montana, Oregon, and Washington, and the Pacific islands comprise the Northwest and Pacific regions served by the Laboratory. Within these NWREL-affiliated states and jurisdictions, 834 state education agencies, school districts, colleges, professional associations, and other agencies are institutional members of NWREL.

Five institutions became new members of the Laboratory during 1990:

Aleutians East Borough School District (AK)
North Slope Borough School District (AK)
Buhl School District (ID)
Carlton Elementary School District (OR)
Silverton Elementary School District (OR)

NWREL Member Institutions as of September 1990

	ALASKA	HAWAII	IDAHO	MONTANA	OREGON	WASHINGTON	AMERICAN SAMOA	GUAM	MICRONESIA	NORTHERN MARIANAS	TOTALS
State Departments of Education	1	1	1	1	1	1	1	1	1	1	10
Schools and Districts	36	7	86	89	117	161					496
Private/Parochial Schools	5	2	3	2	8	9					29
Intermediate/County Schools				8	20	9					37
Colleges/Universities	4		6	9	28	33	1	1			82
Professional Associations	9	1	7	2	58	55					132
Cultural Agencies				1	6	2					9
Business/Industry					1	5					6
Others	3		3	1	20	6					33
Totals	58	11	106	113	259	281	2	2	1	1	834

ALASKA

Alaska Department of Education

School Districts

Adak Region School District
Alaska Gateway School District
Aleutians East Borough School District
Anchorage School District
Bristol Bay Borough School District
Copper River School District
Cordova City School District
Craig City School District
Dillingham City School District
Fairbanks North Star Borough School District
Haines Borough School District
Hoonah City School District
Iditerod Area School District
Juneau Borough School District
Kake City School District
Kenai Peninsula Borough School District
Ketchikan-Gateway Borough School District
King Cove City School District
Kodiak Island Borough School District
Lower Yukon School District
Matanuska-Susitna Borough School District
Nenana City School District
Nome City School District
North Slope Borough School District
Nunamiut School
Petersburg City School District
Pribilof Islands School District
Railbelt School District
Sitka Borough School District
Skagway City School District
St. Mary's School District
Unalaska City School District
Valdez City School District
Wrangell City School District
Yakutat City School District
Yukon Flats School District
Yupiit School District

Private Schools

Diocese of Fairbanks
Holy Name School, Ketchikan
Immaculate Conception School, Fairbanks
Monroe High School, Fairbanks
Tom Thumb School, Anchorage

Professional Associations

Anchorage Education Association
Fairbanks Education Association
Kenai Peninsula Administrators Association
Kenai Peninsula Education Association
Ketchikan Education Association
Ketchikan High School PTA
Matanuska-Susitna Education Association
NEA-Alaska
Skagway Education Association

Higher Education

Anchorage Community College
Kenai Peninsula Community College
Kodiak Community College
University of Alaska

Others

Alaska Arts in Education, Inc.
Bureau of Indian Affairs, Juneau
Fairbanks Native Association

AMERICAN SAMOA

American Samoa Department of Education

Higher Education

Community College of American Samoa

GUAM

Guam Department of Education

Higher Education

University of Guam

HAWAII

Hawaii Department of Education

School Districts

Central Oahu District Office
Hawaii District Office
Honolulu District Office
Kauai District Office
Leeward Oahu District Office
Maui District Office
Windward Oahu District Office

Private Schools

Iolani School, Honolulu
Kamehameha Schools, Honolulu

Professional Association

Hawaii State Teachers Association

IDAHO

Idaho Department of Education

School Districts

Aberdeen School District
Arco Joint County School District
Basin Elementary School District
Bear Lake County School District
Blackfoot School District
Blaine County School District
Boise City Independent School District
Bonner County School District
Boundary County School District
Bruneau-Grand View Joint School District
Buhl School District
Caldwell School District
Camas County School District
Cambridge School District
Cascade School District
Cassia County School District
Coeur d'Alene School District
Cottonwood Joint School District
Council School District
Craigmont Joint School District
Culdesac Joint School District
Dietrich School District
East Bonneville Joint School District
Elk River School District
Filer School District
Firth School District
Fruitland School District
Garden Valley School District
Genesee Joint School District
Grace Joint School District
Grangeville Joint School District
Hagerman Joint School District
Hansen School District
Homedale Joint School District
Idaho Falls School District
Jefferson County Joint School District
Jerome Joint School District
Kamiah Joint School District
Kellogg Joint School District
Kimberly School District
Kootenai School District

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Kuna Joint School District
Lakeland School District
Lapwai School District
Lewiston Independent School District
McCall-Donnelly School District
Mackay Joint School District
Marsing Joint School District
Meadows Valley School District
Melba Joint School District
Meridian School District
Midvale School District
Minidoka County Schools
Moscow School District
Mountain Home School District
Mullan School District
Murtaugh Joint School District
Nampa School District
New Plymouth School District
Nez Perce Joint School District
North Gem School District
Oneida County School District
Parma School District
Pocatello School District
Post Falls School District
Potlatch School District
Power School District
Preston School District
Ririe Joint School District
Rockland School District
Shelley Joint School District
Shoshone Joint School District
Snake River School District
Soda Springs Joint School District
South Lemhi School District
St. Maries Joint School District
Tammany Elementary School District
Teton County School District
Twin Falls School District
Valley School District
Vallivue School District
Wallace School District
Weiser School District
Wendell School District
Westside Joint School District
Wilder School District
Worley School District

Private Schools

Grace Lutheran School, Pocatello
Immanuel Lutheran School, Twin Falls
Trinity Lutheran School, Buhl

Professional Associations

Boise Education Association
Idaho Association of School Administrators
Idaho Education Association
Idaho School Boards Association
Idaho Vocational Association
Jefferson County Teacher Association
West Shoshone Teacher Association

Higher Education

Boise State University
Idaho State University
Lewis-Clark State College
Northwest Nazarene College
The College of Idaho
University of Idaho

Others

Idaho Department of Health and Welfare
Nez Perce Tribal Executive Committee
State Board for Vocational Education

MONTANA

Office of Public Instruction

School Districts

Alberton School District
Anaconda School District
Bainville School District
Baker School District
Belfry School District
Big Sandy School District
Billings School District 2
Bonner School District
Boulder School District
Box Elder School District
Bozeman School District
Broadview School District
Browning School District
Butte School District
Cascade County Schools
Cascade School District
Chester School District
Chouteau County Schools
Colstrip School District
Columbia Falls School District
Dawson County Schools
Denton School District
Dillon School District
East Glacier Park Elementary School District
Edgar School District
Ekalaka Elementary School District
Evergreen School District
Fairfield School District
Fergus County Schools
Fort Benton School District
Fort Shaw-Simms School District
Froid School District
Geraldine School District
Glasgow School District
Glendive School District
Grass Range School District
Great Falls Public Schools
Hamilton School District
Hardin School District
Harlem School District
Harlowton School District
Havre School District
Helena School District
Highwood School District
Huntley Project Public Schools
Joliet School District
Joplin School District
Kalispell School District
Lame Deer School District
Lambert School District
Laurel School District
Lewistown School District
Libby School District
Livingston School District
Lockwood School District
Malta School District
Manhattan School District
Medicine Lake School District
Melstone School District
Miles City School District
Missoula County Schools
Missoula School District
Missoula School District 1
Montana School for Deaf and Blind
Moore School District
Nashua School District
Noxon School District
Opheim School District
Park City Public Schools
Pendroy Elementary School District
Plains School District
Polson School District
Poplar School District
Powell County High School District
Power School District
Red Lodge School District
Richland County Schools
Ronan School District
Roosevelt County Schools
Seville Elementary School District
Shelby School District
Sidney School District
Stanford School District
Sunburst School District
Superior School District
Target Range School District
Three Forks School District

Troy School District
Victor School District
Westby School District
Whitefish School District
Whitehall School District
White Sulpher Springs School District
Whitlash Elementary School District
Wibaux School District
Wolf Point School District
Yellowstone County Schools

Private Schools

Butte Central High School
Loyola High School, Missoula

Professional Associations

Beaverhead County Unit, MEA
Montana Education Association

Higher Education

Carroll College
Dawson College
Eastern Montana College
Miles Community College
Montana College of Mineral Science and Technology
Montana State University
Northern Montana College
University of Montana
Western Montana College

Others

Bureau of Indian Affairs, Billings Area Office
Montana State Library

MICRONESIA

Federated States of Micronesia Division of Education

NORTHERN MARIANAS

Northern Marianas Department of Education

OREGON

Oregon Department of Education

School Districts

Alsea School District
Amity School District
Arlington School District
Astoria School District
Bandon School District
Banks School District
Beaverton School District
Bend School District
Bethel School District
Brookings Harbor School District
Brooks School District
Burnt River School District
Canby School District
Canby Union High School District
Carlton Elementary School District
Centennial School District
Central Point School District
Central School District
Chenowith School District
Condon School District
Coos Bay School District
Coquille School District
Corbett School District
Corvallis School District
Creswell School District
Crowfoot School District
Dallas School District
David Douglas School District
Detroit School District
Douglas County School District
Eagle Point School District
Echo School District
Enterprise School District
Estacada School District
Eugene School District
Forest Grove School District
Gervais Union High School District
Glendale School District
Glide School District
Grants Pass School District
Greater Albany School District
Gresham School District
Harney County School District 3
Harney County School District 4
Harney County Union High School District
Hermiston School District
Hillsboro School District
Hillsboro Union High School District
Hood River School District
Jefferson School District
Jewell School District
John Day School District
Josephine County Unit
Junction City School District
Klamath County School District
Klamath Falls School District
La Grande School District
Lake Oswego School District
Lake County School District
Lebanon School District
Lebanon Union High School District
Lewis and Clark School District
Lincoln County School District
McLoughlin Union High District
McMinnville School District
Medford School District
Milton-Freewater School District
Molalla School District
Molalla Union High District
Monroe School District
Monroe Union High District
Morrow County School District
Mulino School District
Myrtle Point School District
Neah-Kah-Nie School District
Newberg School District
North Bend School District
North Clackamas School District
North Marion School District
Nyssa School District
Ontario School District
Oregon City School District
Parkrose School District
Pendleton School District
Phoenix School District
Pleasant Hill School District
Portland School District
Port Orford-Langlois School District
Prairie City School District
Redmond School District
Reedsport High School
Reedsport School District
Reedville School District
Reynolds School District
Riverdale School District
Rogue River School District
Rufus School District
St. Paul School District
Salem School District
Sandy School District
Sandy Union High School District
Silverton Elementary School District
Silverton Union High District
Siuslaw School District
South Umpqua School District
Springfield School District
Sweet Home School District
The Dalles School District
Tigard School District
Tillamook School District
Troy School District
Union School District
Wallowa School District
West Linn School District
Winston-Dillard School District
Woodburn School District
Yamhill School District

BEST COPY AVAILABLE

Private Schools

Beth Israel Religious School, Portland
Holy Redeemer School, Portland
Jesuit High School, Portland
LaSalle High School, Milwaukie
Oregon Episcopal School, Portland
Oregon Synod Leadership School, Portland
The Catlin Gabel School, Portland
Tucker-Maxon Oral School, Portland

Education Service Districts

Baker Education Service District
Clackamas Education Service District
Columbia Education Service District
Coos Education Service District
Curry Education Service District
Deschutes Education Service District
Douglas Education Service District
Gilliam Education Service District
Grant Education Service District
Harney Education Service District
Jefferson Education Service District
Lane Education Service District
Marion Education Service District
Sherman Education Service District
Tillamook Education Service District
Umatilla Education Service District
Union Education Service District
Wasco Education Service District
Washington Education Service District
Yamhill Education Service District

Professional Associations

Ashland Education Association
Association of Carlton Teachers
Beaverton Education Association
Chenowith Education Association
Confederation of Oregon School Administrators
Coos Bay Education Association
Corvallis Education Association
David Douglas Education Association
Days Creek Education Association
Department of Community Colleges, OEA
Eastern Oregon Region, Department of Elementary School Principals
Estacada Education Association
Eugene Education Association
Forest Grove Education Association
Hermiston Association of Teachers
Jesuit Education Association
Junction City Education Association
Lake Oswego Education Association
Lane County Elementary Principals Association
Lebanon Education Association
McMinnville Education Association
Medford Education Association
North Clackamas Education Association
Northwest Oregon Region, Department of Elementary School Principals
Ontario Education Association
Oregon Association for Supervision and Curriculum Development
Oregon Association of Secondary School Administrators
Oregon Associaton of School Supervisors
Oregon Council for Exceptional Children and Youth
Oregon Council for Economic Development
Oregon Council of Teachers of Mathematics
Oregon Driver Education Association
Oregon Education Association
Oregon Educational Media Association, OEA
Oregon Federation of Independent Schools
Oregon Federation of Teachers
Oregon Indian Education Association
Oregon Industrial Education Association
Oregon Personnel and Guidance Association
Oregon School Boards Association
Oregon Science Teachers Association
Oregon Speech Association
Orient Education Association
Parkrose Faculty Association
Pendleton Association of Teachers
Philomath Education Association
Portland Association of Teachers
Portland Elementary Principals Association
Portland Federation of Teachers
Reedsport Education Association
Prospect Education Association
St. Helens Education Association
Salem Education Association
Silverton Teachers Association
Southern Oregon Region, Department of Elementary School Principals
South Umpqua Education Association
Springfield Education Association
Western Oregon Region, Department of Elementary School Principals

Higher Education

Blue Mountain Community College
Clackamas Community College
Clatsop Community College
Columbia Christian College
Concordia College
Eastern Oregon State College
George Fox College
Lane Community College
Linn-Benton Community College
Lewis & Clark College
Mount Angel Seminary
Mount Hood Community College
Oregon Polytechnic Institute
Oregon State System of Higher Education
Oregon State University
Pacific University
Portland Community College
Portland State University
Reed College
Southern Oregon State College
Southwestern Oregon Community College
Treasure Valley Community College
Umpqua Community College
University of Oregon
University of Portland
Warner Pacific College
Western Oregon State College
Willamette University

Others

American Association of University Women, Salem
Angell Job Corps Center
Archdiocese of Portland
Boys & Girls Aid Society of Oregon
Bureau of Indian Affairs, Portland Area Office
Chemawa Indian School
Convent of the Holy Names, Marylhurst
E.C. Brown Trust Foundation
Educational Media Council
First Interstate Bank of Portland
Forest Service Manpower and Youth
Glide Job Corps Center
Information and Field Service, University of Oregon
Lutheran Church, Missouri Synod

Northwest Reading Consultants Conference
Oregon Historical Society
Oregon Museum of Science and Industry
Oregon State Library
Oregon Teaching Research Division
Organization of the Forgotten American
Portland Art Association
Reading and Study Skills Center, Portland
Timber Lake Job Corps Center
Umatilla Indian Education
United Presbyterian Church, Reedsport
U.S. Forest Service, Environment Education, Portland
Western Regional Resource Center

WASHINGTON

Office of the Superintendent of Public Instruction

School Districts

Aberdeen School District
Adna School District
Almira School District
Anacortes School District
Arlington School District
Auburn School District
Bainbridge Island School District
Battle Ground School District
Bellevue School District
Bellingham School District
Bethel School District
Bickleton School District
Bremerton School District
Burlington-Edison School District
Camas School District
Cape Flattery School District
Cascade School District
Cashmere School District
Central Kitsap School District
Central Valley School District
Centralia School District
Chehalis School District
Cheney School District
Clarkston School District
Cle Elum-Roslyn School District
Clover Park School District
College Place School District
Colton School District
Colville School District
Coulee-Hartline School District
Coupeville School District
Crescent School District
Eastmont School District
East Valley School District
Eatonville School District
Edmonds School District
Ellensburg School District
Elma School District
Endicott School District
Entiat School District
Enumclaw School District
Ephrata School District
Everett School District
Evergreen School District
Federal Way School District
Ferndale School District
Fife School District
Franklin Pierce School District
Freeman School District
Garfield School District
Grand Coulee Dam School District
Granger School District
Highline School District
Hood Canal School District
Issaquah School District
Kahlotus School District
Kalama School District
Kelso School District
Kennewick School District
Kent School District
Kiona-Benton City School District
La Center School District
La Conner School District
La Crosse School District
Lake Stevens School District
Lake Washington School District
Liberty School District
Longview School District
Mabton School District
Manson School District
Mary M. Knight School District
Marysville School District
Mary Walker School District
McCleary School District
Mead School District
Mercer Island School District
Monroe School District
Montesano School District
Morton School District
Moses Lake School District
Mossyrock School District
Mt. Baker School District
Mt. Pleasant School District
Mt. Vernon School District
Mukilteo School District
Newport School District
Nooksack Valley School District
North Beach School District
North Franklin School District
North Kitsap School District
North Mason School District
Northport School District
Northshore School District
North Thurston School District
Oak Harbor School District
Oakville School District
Ocean Beach School District
Odessa School District
Okanogan School District
Olympia School District
Omak School District
Onalaska School District
Orcas Island School District
Orondo School District
Othello School District
Pasco School District
Pateros School District
Pe Ell School District
Peninsula School District
Port Angeles School District
Port Townsend School District
Prosser School District
Pullman School District
Puyallup School District
Queets-Clearwater School District
Quilcene School District
Quillayute Valley School District
Quincy School District
Renton School District
Richland School District
Ritzville School District
Riverview School District
Rochester School District
Royal School District
St. John School District
Seattle School District
Sedro Wooley School District
Selah School District
Sequim School District
Shelton School District
Shoreline School District
Snoqualmie Valley School District
Soap Lake School District
South Central School District
South Kitsap School District
Spokane School District
Stevenson School District
Sultan School District
Sumner School District
Tacoma School District
Taholah School District
Tahoma School District
Touchet School District
Tumwater School District
University School District
Vancouver School District
Vashon Island School District
Wahluke School District
Walla Walla School District
Wapato School District

BEST COPY AVAILABLE

Washougal School District
Wenatchee School District
West Valley School District, Spokane
West Valley School District, Yakima
White Salmon School District
Wilson Creek School District
Winlock School District
Woodland School District
Yakima School District
Zillah School District

Private Schools

Archdiocese of Seattle
Bethlehem Lutheran School, Kennewick
Blanchet High School, Seattle
The Bush School, Seattle
Diocese of Spokane
Diocese of Yakima
Lakeside School, Seattle
Spokane Lutheran School
University Preparatory Academy, Seattle

Educational Service Districts

Educational Service District 101, Spokane
Educational Service District 105, Yakima
Educational Service District 112, Vancouver
Educational Service District 113, Olympia
Educational Service District 114, Bremerton
Educational Service District 121, Seattle
Educational Service District 123, Walla Walla
Educational Service District 189, Mt. Vernon
North Central Educational Service District, Wenatchee

Professional Associations

Asotin County Education Association
Auburn Unit, WEA
Bellevue Education Association
Bellingham Education Association
Bethel Education Association
Big Bend College, AHE
Burlington-Edison Education Association
Centralia Education Association
Clover Park Education Association
Columbia County, WEA
Eastmont Education Association
Edmonds Education Association
Federal Way Education Association
Highline Education Association
Hoquiam Teachers' Association
Issaquah Education Association
Kelso Education Association
Kennewick Education Association
Lake Washington Education Association
Longview Education Association
Marysville Education Association
Medical Lake Education Association
Mukilteo Education Association
Northeast Washington Association for Supervision and Curriculum Development
Northshore Education Association
Northwest Association of Secondary and Higher Schools
Pacific Northwest Association of Independent Schools
Port Angeles Education Association
Public School Employees of Washington
Pullman Education Forum
Quincy Education Association
Renton Education Association
Richland Education Association
Seattle Day Nursery Association
Seattle Teachers Association
Skamania County Unit, WEA
Snohomish Education Association
Snoqualmie Education Association
Spokane Area Superintendents Association
Spokane Education Association
Sunnyside Education Association
Tacoma Education Association
University Place Education Association
Wapato Education Association
Washington Association for Retarded Citizens
Washington Association of School Administrators
Washington Council for Private Education
Washington Education Association
Washington Science Teachers Association
Washington State Association for Supervision and Curriculum Development
Washington State PTA
Washington State School Directors Association
WEA Association for Higher Education
Wenatchee Education Association
Whitman County Unit, WEA

Higher Education

Bellevue Community College
Big Bend Community College
Central Washington University
Centralia Community College
Clark College
Community College District 6
Eastern Washington University
Edmonds Community College
Everett Community College
Evergreen State College
Gonzaga University
Grays Harbor College
Green River Community College
Highline Community College
Olympic College
Pacific Lutheran University
Peninsula College
Pierce College
Seattle Pacific University
Seattle University
Shoreline Community College
Skagit Valley College
Tacoma Community College
University of Puget Sound
University of Washington
Walla Walla College
Washington State University
Wenatchee Valley College
Western Washington University
Whatcom Community College
Whitman College
Whitworth College
Yakima Valley College

Others

Boeing Company
Curlew Job Corps Conservation Center
Emmanuel United Presbyterian Church, Spokane
Fentron Industries, Inc.
Inland Audio Visual Company
Instructional Communications Center, Eastern Washington University
Municipal League of Seattle and King County
Pacific Science Center Foundation
Saron Lutheran Church, Hoquiam
School Information and Research Service, Seattle
Seattle Post-Intelligencer
Washington State Library
Weyerhaeuser Company

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

Telephone: 503-275-9500
FAX: 503-275-9487
GTE Mailbox: NWREL.LAB

Graphic Design: Pat Badnin-Yoes
Photography and "Impact" Articles: Tony Kneidek
Desktop Publishing: Mary Girouard

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